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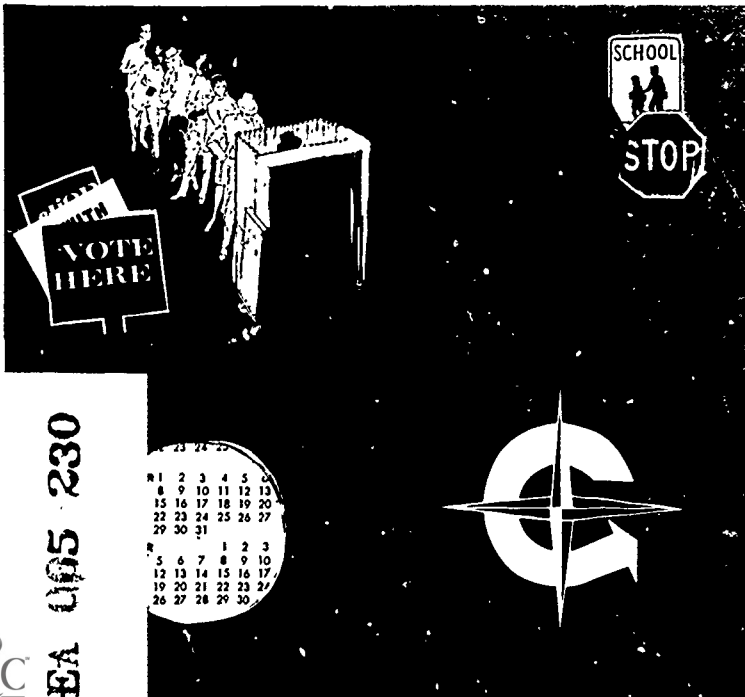
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ABSTRACT

This booklet deals with ideas, plans, and activities that have worked to gain election successes; and it discusses the pitfalls and problems that have produced election failures. The report tells how to organize people and jobs, and provides a timetable for actions during the last 12 weeks of a campaign. The authors suggest that most successful school election campaigns are long-range. They also note that the best indication of how a person will vote in the next election is how he voted in the last school election. A number of other suggestions for winning elections are provided. (JF)

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SCHOOL BOND ISSUES: Pass-Fail



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SCHOOL BOND ISSUES: Pass-Fail

Community Plan of Action in Support of Schools

by
C. Montgomery Johnson
and
Virginia Clocksin

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SCHOOL BOND ISSUES: Pass-Fail

Community Plan of Action in Support of Schools

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INTRODUCTION

We have reached a point in our society where educational excellence is no longer for granted.

Yet, from Montana to Massachusetts, in towns and cities throughout the country, we are suffering voter rejections of special operating levies and building bond issues in unprecedented numbers. The defeat of tax levies and bond issues reflects a deep reluctance by citizens to fund their schools locally with increased property taxes.

The consequences, measured in words, may not seem similar. In one school district, officials may resort to double shifting kids for lack of space --- reduced class size, time in each class, reduced course options.

In another school system, repeated levy rejections result in increased class sizes, receiving less individualized instruction, the elimination of vocational programs, maintenance of buildings and non-replacement of obsolete school buses.

In a third school district, interscholastic sports, perhaps the only link between staying in and dropping out, are eliminated; library and text book programs, music, foreign languages and English classes are curtailed or watered down.

The communities are different, the actions dissimilar, but the results are the same. They are sparked by home economics or mathematics, some by vocational training, some by language and some by competitive sports. When the curriculum is diminished, the future of every child is jeopardized. When education is weakened, the future of every child is jeopardized. Confidence in her institutions is undermined.

It is a common tragedy - one that is shared by parents and children alike. No parent should not have to apologize for an education they didn't get, because of a failure in public education in which they have no voice and over which they have no control.

This booklet offers a plan to help your community achieve or restore educational excellence.

There is no single way to guarantee levy and bond passage. There is no magic formula for defeat. Nor does this booklet try to list everything that can be done in a community to explain all there is to know about voters and communications and organization.

Instead, it deals with fundamentals -- with ideas and plans and activities that can gain election successes -- and with pitfalls and problems to be avoided in the event of election failures.

This action plan has been prepared for use by members of civic clubs, commissions, PTA's, citizens' campaign committees, school board members and others alike. It is not intended to replace winning combinations that you have developed in past school election campaigns. Where something done in the past has worked, stick with it. But where school districts have not found victory at the polls, or where the situation is slim and getting slimmer, this plan and your organization may well be the key to success for schools and for kids preparing for tomorrow's world.

DUCTION

We have reached a point in our society where educational excellence cannot be taken for granted.

Yet, from Montana to Massachusetts, in towns and cities throughout the nation, public schools are suffering voter rejections of special operating levies and building bond elections in unprecedented numbers. The defeat of tax levies and bond issues reflects an increasing reluctance by citizens to fund their schools locally with increased property taxes.

The consequences, measured in words, may not seem similar. In one school system, school officials may resort to double shifting kids for lack of space --- reduced time in school, reduced time in each class, reduced course options.

In another school system, repeated levy rejections result in increased class size with students receiving less individualized instruction, the elimination of vocational programs, and delayed maintenance of buildings and non-replacement of obsolete school buses.

In a third school district, interscholastic sports, perhaps the only link for some teenagers between staying in and dropping out, are eliminated; library and text books are not replaced; music, foreign languages and English classes are curtailed or watered down.

The communities are different, the actions dissimilar, but the results are the same. Some kids are sparked by home economics or mathematics, some by vocational training, art or foreign language and some by competitive sports. When the curriculum is diminished, education is weakened. When education is weakened, the future of every child is jeopardized and America's confidence in her institutions is undermined.

It is a common tragedy - one that is shared by parents and children alike. America's kids should not have to apologize for an education they didn't get, because of a tax system for public education in which they have no voice and over which they have no control.

This booklet offers a plan to help your community achieve or restore educational balance.

There is no single way to guarantee levy and bond passage. There is no single plan to prevent defeat. Nor does this booklet try to list everything that can be done in a school campaign; or to explain all there is to know about voters and communications and organizing techniques.

Instead, it deals with fundamentals -- with ideas and plans and activities that have worked to gain election successes -- and with pitfalls and problems to be avoided which have produced election failures.

This action plan has been prepared for use by members of civic clubs, school booster organizations, PTA's, citizens' campaign committees, school board members and school personnel alike. It is not intended to replace winning combinations that you have found to work in past school election campaigns. Where something done in the past has worked, do it again -- better. But where school districts have not found victory at the polls, or where margins of success are slim and getting slimmer, this plan and your organization may well be a turning point for local schools and for kids preparing for tomorrow's world.

ABOUT THE AUTHORS

C. Montgomery Johnson has been actively involved in educational, political and governmental affairs for nearly a quarter of a century.

From 1950 to 1956, Johnson was Public Relations Director for the Washington Education Association. During 1955-56, he was on the Executive Committee of the National School Public Relations Association. He was Washington Public Affairs Manager for the Weyerhaeuser Company (1956-64).

Johnson was a member and chairman of the Vashon (Washington) School District, Board of Directors from 1959-64. He engineered successful annual levy and bond issue campaigns in his school district for 12 consecutive years.

In 1953, he authored a school campaign manual for the Washington Education Association titled *Workin' on the Levy*. It was based on findings from more than 100 school levy and bond issue campaigns held that year.

Johnson holds a Master's Degree from the University of Washington, is a 1959 graduate of Stanford University's Executive Development Program and in 1969-70 was a Fellow at Harvard University's Institute of Politics.

Virginia "Gini" Clocksin, co-author and principal associate in C. Montgomery Johnson Associates, is a former member of the Washington State House of Representatives. She served on the Appropriations and Education Committees and as vice-chairman of the Natural Resources Committee.

Mrs. Clocksin also understands political campaigns and voter behavior. She confounded the experts in 1966 when she was elected to the state legislature from a district which had only once previously in 40 years elected a legislator from her political party. The following year, 1967, she was voted one of the "Outstanding Young Women of America" for her political and governmental service.

The former legislator also did much of the research, organizing and editing of the book Public Opinion, Voter Behavior and School Support, a publication which is now in use in school districts in more than half of the states in America.

The Johnson-Clocksin consulting team was retained to engineer a number of "impossible" school election victories in school districts in Washington State during 1971 and 1972---districts which had lost as many as 5 consecutive elections prior to their turn-around efforts.

Johnson and Clocksin have conducted special levy and bond issue workshops for many school districts in their home state of Washington and in midwestern and western states. This manual is a summary of their proven formula for successful school elections.

CHAPTER I WHAT IS A CAMPAIGN?

It's a conversation.

A school district special levy or bond issue campaign is a conversation between the school's spokesmen and its patrons.

To be successful, a levy or bond campaign must be a two-way conversation...over an extended period of time...between voters and school district personnel.

When planning begins

The most successful school special election campaign is long range. It begins months, even years before election day. Reports of benefits continue after election day. It begins by acknowledging that public schools are accountable in their performance to all citizens within districts borders and dependent upon all property taxpayers within the district for its local revenue. Successful school district campaign planning begins, however, when school supporters, while acknowledging public school accountability to all patrons and dependency upon many property taxpayers, understand that schools are reliant upon some citizens much more than upon others and can rely upon some citizens not at all.

ACCOUNTABLE TO ALL; DEPENDENT UPON MANY; RELIANT UPON SOME;

---Some people do vote more often than others.

---Some people do tend to vote more favorably for schools than others.

---Some people are less affected in their voting patterns by changes in local employment and other economic conditions than others.

---Some people do have greater prejudices which affect their school voting behavior than others.

---Some people do have stronger beliefs in the worth of a good education than others.

---Some people do have a greater ability to learn quickly through communications than others.

---Some people are more likely to impose property taxes upon themselves than others.

---Some people do have a more favorable "built-in" attitude toward teachers, academic programs, vocational programs, and school sports, than others.

Determine who will vote

Successful special school elections begin with specific plans to identify and locate within the district the people who tend to vote most often and most favorably on local issues affecting community betterment and school support. The best single indicator of whether or not a person will vote in the next special school election is whether or not he or she voted in the

last special election within the district. This can be determined in most states by checking voter registration and election records in the office of the local supervisor of elections.

How will they vote?

The best single indicator of how a person will vote in the next special school election is his vote in the preceding school election. Unless there is dramatic change in the school district since the last special election, chances normally are better than 3 out of 4 that the person who voted affirmatively last time will vote the same way next time. On the other hand, under the same conditions, the chances are even stronger that the person who voted negatively last time will repeat his or her "no" vote.

Beyond...or in lieu of...knowledge of how persons actually voted in the last election, there are other strong indicators of voter behavior and school support. These are supported by national, state and local school district survey of public opinion and by research studies of social behavior.

CAMPAIGN "RULES OF THUMB"

Whether in large district or small, metropolitan or rural, the following "rules of thumb" generally hold true:

Voter behavior by education

*The higher the person's level of educational attainment, the greater the level of school support, both in terms of voter turnout and in terms of favorable vote. The lower the level of educational attainment, the lower the turnout and the more negative the votes cast.

occupation

*Considered by occupation, business and professional persons consistently turn out the highest proportion of their numbers in elections and also consistently provide the highest percent favorable school support of any occupational groupings.

*Unless reasons can be specifically tailored to overcome their tax concerns, the occupational groups which consistently produce the highest percent negative vote in special school elections are retired persons (the elderly) and farmers.

income

*The higher the family income, the more likely those eligible to vote actually vote and the higher the percent favorable vote cast for schools.

age

*The younger the adult, the less likely he or she is registered to vote. If registered, the less likely he or she will actually vote. Potentially, however, the "under 30" age group (young singles, young marrieds and young parents) constitute the best untapped reservoir of school support. Except for the 30 to 39 age group (the group with most children in school), the "under 30" group is most inclined to think schools need additional financial help and ordinarily most inclined to support special school levy and bond issue campaigns.

parental status

*Parents of school age children are consistently better supporters of school levy and bond campaigns than adults without children in school.

sex

*Women, who tend to turn out slightly less than men in national elections, not only turn out better than men in local special school district elections but also consistently deliver a higher percent more favorable vote than men voters.

THREE KINDS OF CAMPAIGNS

Campaigns come in roughly three degrees of intensity: little-or-nothing, moderate, and maximum.

Little-or-nothing

Little-or-nothing campaigns include virtually no promotion beyond posting the required legal notices. Here's one description of a little-or-nothing campaign: "We (the school board) agreed to put the issue on the ballot. I (the superintendent) told our PTA leaders and the Chamber of Commerce about the election date. We (the school patrons) talked casually about what the board had decided to do"..... More often than not, little-or-nothing campaigns are rejected by the voters.

Moderate

Moderate campaigns, where some organization is planned, where school and other community civic groups are asked to participate and where some effort is made to publicize the issue, have a somewhat better chance of passage. Two statements describe moderate campaigns: "We went through the motions but no one really worked very long or hard to inform anybody in particular."

"We could have done a lot more to inform our people but we figured we'd have the favorable vote anyway."

Maximum

Maximum campaigns are campaigns where school personnel and supporters carry out virtually every communications idea figured to be effective in their particular community. Such campaigns may include continuous school district communications through the entire school year, pre-election voter registration drives (new voters, 18-year olds and parents in particular), compiling "affirmative voter" mailing lists, developing specific themes, fact sheets, handout flyers, mailing brochures, weekly and daily newspaper ads, radio and television talk shows, utilizing reader boards, developing lawn signs, "Burma-shave" signs and billboards, doorbell-ringing, student activities, organizational endorsements and a host of other planned actions.

Maximum campaigns will vary, depending on the size of school district, the nature of existing media available, local political customs (what the campaign "traffic" will bear)...and the desire to pass the special school election.

If your special levy or bond issue is worth putting on the ballot, it is worth passing. If it is worth passing, it deserves maximum support.

Failure of school levies and bond issues sets a bad precedent for future special levies and bond issues. It creates "no" voters and makes future levies and bond issues much harder to pass.

Remember: When it comes to community voter support of local public schools,

there are no permanent victories

and there are no beneficial defeats.

CHAPTER 2 THE OBJECTIVE

We ended Chapter 1 with and we repeat here for emphasis:

"When it comes to community support of schools, through passage of special operating levies and classroom building bond issues, there are no permanent victories; and when it comes to kids' education, there are no beneficial defeats."

The objective, then, in placing a special operating levy or classroom building bond issue on the ballot is to win.

To win

To win, a school districts' employees and supporters must do everything humanly possible over the course of the entire school year to (a) identify the attitudes and views of all patrons (potential voters) within the district, (b) sustain conviction among existing supporters that the schools have earned their confidence (c) create support among the schools' detractors by communicating with them and involving them in school affairs in a way to establish their confidence and (d) during the intensive, formalized campaign period, maximize the turnout of patrons known to be affirmative in their school support.

In other words:

Find the voters

Filter the positive from the negative

Face the critics, and

Follow through.

CHAPTER 3 THE FIRST 9 MONTHS

Public image

In partisan politics, a candidate is often burdened with the image of his own political party's members as well as his own reputation. In non-partisan school elections, a school district may be similarly encumbered. A school district's public image is projected by and through the actions of its superintendent, its faculty and other district personnel, its elected school board members, as well as through its academic, vocational and athletic programs.

What happens within the school district during the course of the entire school year primarily determines whether it is possible to run a successful special school district levy or bond issue campaign during the weeks just preceding the special election.

What people think

More specifically...and more importantly...what people think is happening (or not happening) during the first nine months of the year is often likely to be more influential on the campaign's outcome than just about anything that can be done to change minds during the last twelve weeks prior to election.

There are specific reasons for this. Public opinion is fairly stable. It does not ordinarily flip 180 degrees overnight or drastically change without reason. It is not possible, for example, to gloss over long periods of no information, no communication, dispensing misinformation or creating community unrest, with several weeks of intensive "sweet talk" campaigning and expect to have a successful campaign.

The communicating, "conditioning" process simply cannot take place sufficiently nor with much credibility in a last minute "blitz" campaign. As in the case of partisan political campaigns, the longer the period of communicating (the campaign), the better the chances of campaign success.

Opinion survey and voter behavior research findings indicate the necessity for year round communication:

*No matter how well informed a person actually is, if he feels informed, the odds are better that he will support special school elections.

*Persons who believe that they have easy access to information tend to be more enthusiastic about supporting schools.

*With the high degree of mobility of today's American families, the percentage of residents living in school districts less than 5 years often ranges from 20 percent to 45 percent or more. Thus, the job of informing them on school district affairs must be continuous and year round.

Newspapers

Based on still other communications and media research, the need for continual school district communications efforts preceding the "formal" campaign period is evident and critical.

Under normal conditions in most school districts, people gain most of the information about their schools through their local weekly or daily newspapers. The credibility of the message depends heavily upon the degree to which the person relies on the communicating medium itself for information. When a person is accustomed to relying on his newspaper over a long period of time for school information, he is much more apt to believe the school's message during the formal campaign period.

Furthermore, even people who are accustomed to receive information from the same source do not assimilate it to the same degree nor with the same rapidity, nor react to it in the same way. The year round communications effort makes it possible for the largest possible number of persons to become relatively well informed about their schools.

CHAPTER

4

THE CAMPAIGN'S LAST 12 WEEKS - Organizing the people

If your campaign is to be a campaign of action, not of reaction to the activities of persons who don't support schools, there has to be organization...organization of research...organization of strategy...organization of the activities timetable...organization of people.

People come first.

PUTTING YOUR COMMITTEE TOGETHER

There is no single way to organize your citizens' campaign committee effectively.

The thing is TO ORGANIZE!

If a basic problem is to reach the members of a number of civic, fraternal, service, business, labor, women's and farm organizations, you may choose to build a large campaign committee made up essentially of organizational representatives.

This allows direct communications with memberships of many clubs and groups. It also allows the printing of a large and impressive "letterhead" list of campaign committee members.

Such a committee should not be asked to meet more often than necessary, either in the early campaign stages or close to election day. Once or twice a month should be enough.

If you go this route, however, it becomes mandatory to create a campaign steering committee or functional committee or subcommittee chairmen who are accountable to the chairman for carrying out specific campaign responsibilities (activities).

The steering committee of preferably 5-10 persons (not more than 12-15) should meet weekly. You should set a specific hour and day each week, early in the campaign and stick to it for steering committee meetings.

Whether you have a large and representative "letterhead" committee with its necessary steering committee, or whether you create a tighter, basic, working campaign committee of 12-15 persons, your committee should have certain groups represented on it, either directly or indirectly.

These include the school board, the administration (the campaign committee should always be accountable to the superintendent), teachers' organization, the PTAs and key community activists (who know how to reach key people in the district and how to get specific things done).

Building a committee

Steering committee

School groups and individuals

Most often, your key-community activists will be members of organizations such as Lions, Kiwanis, Jaycees, Woman's Clubs, League of Women Voters, various athletic boosters' clubs, and civic, fraternal or religious organizations.

Their contributions, therefore, are two-fold. They contribute specific "know how," e.g., how to handle publicity, raise money, etc., and they have contacts with potential campaign workers and voters.

PICKING A CHAIRMAN

There are several ways to look at the qualities needed in your campaign committee's chairman.

He (or she) can be a "letterhead" chairman who essentially lends the weight of name and reputation to the campaign. He may do little other than chair a few meetings in the campaign's organizational stages. Such a person can be valuable to the campaign if he (or she) is (a) well-known, (b) has been known as an opponent to school campaigns in the recent past and/or (c) is capable of neutralizing significant blocks of known opposition. In such cases you will need to select a functional or "working" chairman as well.

Whoever you select as chairman, he or she must have (a) the respect of the other campaign committee members, (b) the confidence of the superintendent (to whom the chairman should be accountable) and (c) preferably, should not be too contentious in the community. If the most competent campaign leader in town is judged to be "too controversial" with some groups or individuals to be chairman, ask him to serve on the steering committee or make him a committee consultant. Don't forego the opportunity to use his talent.

Popularity is way down the list of desirable or necessary talents for a campaign committee chairman. Respect and competency are at the top of the list, along with the ability to extract performance from a variety of co-committee workers.

AH, WOMEN

Don't ever make the mistake of creating a campaign committee or steering committee with only male members (and don't overlook the desirability of making the most competent, experienced woman supporter your campaign chairman).

Somebody--some man we think--once observed: "In politics, woman fights from a battleship and man fights from an open raft."

Research shows that women, almost without exception, turn out better than men in local school elections, vote more favorably than men for schools, know more about what's going on in schools than men as a group and feel a closer relationship with children, teachers and schools.

Chairman's qualifications

A notably successful organizational politician in one western state was viewed to be successful in large part for his operating practice which he himself described:

"You give me two good women in politics and I'll give you three good men and I'll beat you most of the time."

Women on committees

Men are inclined to be "big dealers" and women are accustomed to carrying through on (important) details. Successful campaigns are those in which every assigned detail gets carried out. Women also tend to have more time to devote willingly to a school campaign. Men are more inclined to duck controversy for fear of incurring embarrassment to their employer or alienating customers or suffering personal humiliation. Women are generally tougher fighters in heavy public controversy, more sensitive in human relationships and more intensely loyal to the causes they choose to promote. They are also less likely to rationalize defeat of a school measure than are men.

ORGANIZING "THE TERRITORY"

Geographic representation

Every part of the school district should in some way be represented on the campaign committee. Since school board members are normally elected by areas within the district, this is perhaps the easiest "built-in" way to assure geographic representation.

You will need regional sub-leaders for a variety of campaign chores:

Regional sub-leaders

1. To handle registration of new voters (only certain ones)
2. To doorbell (designated areas only)
3. To arrange desirable locations for signs
4. To locate and gain permission to use merchants' reader boards
5. To handle special mailings
6. To "feed back" specific regional complaints, problems or views of voters which must specifically be dealt with in the campaign
7. To collect individual endorsement signatures (and accompanying one dollar contributions) for campaign ads.

Breakdowns by neighborhood

One ready-made breakdown of the district is by neighborhood school service areas. It has certain advantages and some distinct liabilities. The advantages include the fact that the entire district is divided into school service areas. Each school building ordinarily has a principal, a corps of teachers and a PTA or parents' organization of some sort.

Within this set of people resources, the principal can effectively communicate with parents of all children in that school, the teachers have an opportunity to contact many parents directly and the PTA and other parents' groups constitute both potential area workers and favorable voters.

The disadvantage basically is that neighborhood school service areas seldom cover blocks of voters which should be contacted uniformly by mailings, doorbell distributions

or even with identical campaign messages. In other words, some local school areas consistently deliver a high percent of favorable turnout and some consistently are more negative. Some contain a high percent of young parents and others, a high percent of retired persons with no children currently in school. Some represent areas of high concentrations of business and professional persons who have one kind of concern about schools and others represent high concentrations of farmers and large land owners who may have another.

Voter differences

One of the common mistakes made in school levy and bond campaigns is to treat all voters alike. They are not alike. They have different levels of educational expectation, different concerns with their own lifestyles and they most certainly vote differently in school elections for different reasons.

It doesn't make sense, for example, to emphasize to the same degree that the operating levy will provide improved bus transportation, both in neighborhoods where most students walk to school and in neighborhoods where children are bused 3 miles.

THE PEOPLE - THEIR ROLES

In a recent west coast school district bond campaign, the town newspaper carried news that the school board had voted to place a multi-million dollar bond issue on the ballot. The story also described how (a) board members were not united on the bond amount or the election date (b) the board chairman seemed lukewarm about the decision and (c) the chairman of the school's citizens' advisory committee was opposed to the board's action.

There is no need to guess at the outcome. Any rational person could have predicted the outcome of the vote the day the board announced its intentions.

The bond issue failed.

In a school levy or bond campaign, persons must fulfill the roles which the people perceive they should fulfill.

Roles vary

Roles which specific persons carry out will vary from time to time, depending upon the capabilities and experience of available personalities. Roles will vary from district to district, depending upon the size of the district, the "conditioning" of the local citizens and the "shape" particular persons or groups are in with the electorate.

Some principles are fairly constant, however, and some public perceptions of key personalities are normally the same, year in and year out and regardless of most other local situations.

THE ROLE OF THE SCHOOL BOARD

It may be argued by some that certain individuals or groups occasionally are more influential in rallying public support to pass your levy or bond issue than the united members of the school board. It won't often be the case, however. The most influential people in your community can be and usually are your elected school board members when they are publicly

Board members most influential

united and actively involved in promoting the campaign for passage.

When school board members are publicly divided on any aspect of the proposition, few will argue that anything or anyone can have greater negative influence on the election outcome.

Nothing assures defeat of school measures with greater regularity or certainty than school board members who openly oppose the ballot proposition or reluctantly "go along" by adopting a neutral or hands-off attitude.

The board's decision to put the special levy and bond issue on the ballot is just the beginning of board members' importance in the campaign. A public statement issued in such a manner that everyone in town knows the board is unanimous in its endorsement and enthusiastic in its commitment to support it is mandatory.

Board's role is key

The role of board members during the campaign is the key to the campaign's outcome. Where school board members are not unanimous in their endorsement, where they are not each willing to involve themselves actively in the campaign, it is extremely difficult for any citizens' or levy campaign groups to overcome the disadvantage they created.

School board leadership in a campaign produces results. Board members can be especially effective in making talks before community groups, dealing directly with other community influentials, including newspaper editors, organizations of businessmen, farmers and taxpayers, raising money to pay for newspaper and other advertising, soliciting individual and group endorsements.

Their presence at campaign committee meetings is a great morale builder for workers.

Board members are especially effective because ideally the only axe they have to grind is for education and the only beneficiaries of their actions are the kids. They are ordinarily better known than most other citizens in town. They know better than any other lay citizens why the decision has been made to go to the people for their support. They are respected in their community, and they are the only "non-paid professionals." Of course, local situations will determine your final decision as to what role they should play.

THE ROLE OF THE SUPERINTENDENT

More than the actions of any other one person, the school superintendent can determine the outcome of the election. He is the individual with the most to do before and during the school district campaign.

Keep the community informed

When superintendents over a period of years or at least many months, have worked to build a basic understanding of school needs, levy and bond issue failures are fewer. Where they work to keep staff members, board members and community all informed, successful levies and bond issues are more common.

Where superintendents genuinely seek the attitudes and reactions of other school and lay persons and delegate campaign responsibilities among these persons, campaigns are conducted more enthusiastically and more successfully.

Initiate action

The superintendent has to be the initiator of actions. He must see that groups are informed, news media contacted, the legal requirements are met, that the details of the campaign are carried out--by some one else. The greatest problem for superintendents is not to clutch all the campaign work activities to themselves and their immediate school staff--not to spread themselves too thin.

The superintendent's role is most critical in gaining school district support for another reason, too. As often as not, peoples' minds are made up on school voting on the basis of their experiences (or non-experiences) with school personnel.

The school superintendent's position in the school system is similar to the position of a political party chairman. His job is to see that things get done, not to set out to win personal popularity contests. Thus, after a few years of tough decision-making in the district, he is likely to have some personal political scars.

This doesn't make him less competent or less effective in doing his over-all job. It does mean, however, that he, the school board and citizens' campaign committee members should jointly determine how much public exposure the superintendent should have in connection with the campaign.

A new superintendent should be publicly active

A brand new superintendent in a district has no scars. He operates in a sort of "honeymoon" period for many months. During those months he can do little wrong. The "new superintendent" can and ought to take a more active, publicly visible part in your district campaign than the superintendent who has accumulated enemies and scars over the years as a result of making necessary but unpopular decisions.

As one new superintendent put it recently as he prepared his first community school levy campaign even before he'd had time to buy his home in his new district, "I have come to this district fired with enthusiasm. I intend to work actively in my district campaigns until the citizens cause me to leave the district the same way I came in."

THE ROLE OF TEACHERS (AND OTHER SCHOOL STAFF)

Teachers, like school board members, have great potential influence in special levy and bond campaigns--both for success and for failure.

Getting teachers' support

Just as it is necessary for a unified public stand by school board members, so it is necessary for the same public attitude by faculty members, individually. You can make no assumption that teachers are automatically supportive. Nor can you assume that they are registered to vote, or that, if registered to vote, that they will vote, or that if they vote, they will vote "yes". Often district personnel, especially teachers, don't even live in the district in which they teach.

Registering to vote

Yet, one of the easiest ways to increase the favorable vote potential ordinarily is to ask the teachers and other district employees to be co-sponsors are registered to vote. Then communicate with them, both the administration and the citizens' campaign committee to make sure all are informed on the issues and that all staff members vote.

On the action side of the campaign, teachers can be specifically helped in several vitally important ways.

Contacting acquaintances

Through their teachers' organizations, as well as individually, they can raise money to help underwrite campaign costs.

Through civic and fraternal activities in which many are involved, they can do so individually. They can arrange for invitations for speakers before the meetings they belong. Teachers and other staff members can send personal letters to their friends living within the district, to their Christmas card mailing lists.

Teachers and other staff members can get their friends or neighbors to attend where campaign issues are discussed.

Avoiding classroom campaigning

There are a few "dangerous" actions which teachers should avoid. They should avoid using their classrooms to propagandize children about what will happen if the district is rejected by the childrens' parents.

Among faculty members who can be most effective in passing special district building bond issues are the coaches, music and art teachers.

Coaches have a special influence

A long-time, well-known and well-liked coach and P.E. instructor can lead a school campaign with great effectiveness. Through the boys and girls he can appeal to many parents who cannot be "reached" through an academic program to former school athletes and older persons, who retain a personal interest in interscholastic games but not in the formal academic programs. Music teachers can do much the same with parents of music and art students and also with cultural groups. In other words, if you have a "winner," capitalize on it and get others to your side.

THE ROLE OF CITIZENS' ADVISORY COMMITTEES

"Permanent" committee involvement

"Permanent" citizens' advisory committees can be extremely helpful in many actions. They can be a serious liability in others.

If there is a permanent citizens' committee, lay advisory council or similar already established within the school district for the purpose of studying

Yet, one of the easiest ways to increase the favorable vote potential in your district ordinarily is to ask the teachers and other district employees to be certain they and their spouses are registered to vote. Then communicate with them, both through the school administration and the citizens' campaign committee to make sure all staff is thoroughly informed on the issues and that all staff members vote.

On the action side of the campaign, teachers can be specifically helpful and productive in several vitally important ways.

Through their teachers' organizations, as well as individually, they can raise and contribute money to help underwrite campaign costs.

Through civic and fraternal activities in which many are involved, they can be persuasive individually. They can arrange for invitations for speakers before the organizations to which they belong. Teachers and other staff members can send personal letters or just cards to their friends living within the district, to their Christmas card mailing list, for example.

Teachers and other staff members can get their friends or neighbors to hold coffee hours where campaign issues are discussed.

There are a few "dangerous" actions which teachers should avoid. They should not use their classrooms to propagandize children about what will happen if the levy or bond issue is rejected by the childrens' parents.

Among faculty members who can be most effective in passing special operating levies and building bond issues are the coaches, music and art teachers.

A long-time, well-known and well-liked coach and P.E. instructor can carry the ball in a school campaign with great effectiveness. Through the boys and girls he works with, he can appeal to many parents who cannot be "reached" through an academic appeal. He can relate to former school athletes and older persons, who retain a personal interest in the schools interscholastic games but not in the formal academic programs. Music and art directors can do much the same with parents of music and art students and also with local symphony and cultural groups. In other words, if you have a "winner," capitalize on his ability to win others to your side.

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"Permanent" citizens' advisory committees can be extremely helpful and effective in some actions. They can be a serious liability in others.

If there is a permanent citizens' committee, lay advisory council or similarly functioning group already established within the school district for the purpose of studying ways to improve the

Citizens' committees' best contribution

curriculum, mobilizing public support for various educational programs in areas of school concern, that committee should have some involvement in issue campaign. Experience shows that if there is an existing school which either disapproves or takes a hands-off policy on the levy or bond of waging a successful campaign are reduced.

The best contributions a permanent citizens' committee can ordinarily make in a levy or bond campaign include the following: Members are generally the best in the community, next to school board members. As such, they can be effective in writing fact sheets, mailing pieces, "doorbelling" brochures and news

Citizens' advisory committees often provide the most likely training for members and for special school campaign committee chairmen.

Their principal liability is that "permanent" or long-time committee members have an interest in their committee as a separate institution and vested interest in the members on the committee. In short, members may not be so careful. The committee must be and they often become as concerned over their own committee as they are in levy or bond passage.

Thus, the permanent citizens' advisory committee should not, under any circumstances, constitute the levy or bond campaign committee. Its ranks, however, should be for persons who can effectively perform specific functions on the campaign.

THE ROLE OF THE PTA

Relying on PTA
for help on election day

Since young parents of pre-schoolers and grade school children constitute a large block of voters and the most willing groups of campaign workers, they should be and heavily relied upon whenever it has active, functioning local units.

The most striking contributions of PTA's are ordinarily in the field of "doorbelling," people-to-people contacts, coffee hours, telephone calls, and PTA meetings to inform their own members (and spouses).

PTA members often provide the bodies and the talent to canvass previous levy or bond campaigns, arrange election day transportation, and get out the vote of their own members and friends whom they know are so. PTA's almost invariably have some monies in their treasuries available.

PTA must be informed

At the same time, the PTA organization - even a good one - does not know everything. Many school districts which have PTAs have experienced levy and bond failures. Members must know the needs, the issues, the facts and the reasons for the money in their schools--just as all other taxpaying citizens must.

curriculum, mobilizing public support for various educational programs or conducting surveys in areas of school concern, that committee should have some involvement in the levy or bond issue campaign. Experience shows that if there is an existing school advisory committee which either disapproves or takes a hands-off policy on the levy or bond campaign, the chances of waging a successful campaign are reduced.

The best contributions a permanent citizens' committee can ordinarily make in a special levy or bond campaign include the following: Members are generally the best informed lay citizens in the community, next to school board members. As such, they can be especially helpful in writing fact sheets, mailing pieces, "doorbelling" brochures and newspaper ads.

Citizens' advisory committees often provide the most likely training ground for school board members and for special school campaign committee chairmen.

Their principal liability is that "permanent" or long-time committee members develop a vested interest in their committee as a separate institution and vested interests in relation to other members on the committee. In short, members may not be so carefully controlled as a campaign committee must be and they often become as concerned over their own position within the committee as they are in levy or bond passage.

Thus, the permanent citizens' advisory committee should not, under ordinary circumstances, constitute the levy or bond campaign committee. Its ranks, however, should be freely "raided" for persons who can effectively perform specific functions on the campaign committee.

THE ROLE OF THE PTA

Since young parents of pre-schoolers and grade school children constitute the most favorable block of voters and the most willing groups of campaign workers, the PTA should be involved and heavily relied upon whenever it has active, functioning local units.

The most striking contributions of PTA's are ordinarily in the field of personal contacts: "doorbelling," people-to-people contacts, coffee hours, telephone calling and regular, open PTA meetings to inform their own members (and spouses).

PTA members often provide the bodies and the talent to canvass precinct voting records from previous levy or bond campaigns, arrange election day transportation and babysitting and get out the vote of their own members and friends whom they know are school supporters. Local PTA's almost invariably have some monies in their treasuries available for campaign financing.

At the same time, the PTA organization - even a good one - does not assure campaign success. Many school districts which have PTA's have experienced levy and bond issue failures. PTA members must know the needs, the issues, the facts and the reasons for investing additional money in their schools--just as all other taxpaying citizens must.

Civic groups help
by working on the campaign

Why civic groups are effective

A rule of thumb, "If the PTA does not arrive at a united, publicized school proposal, don't bother to put it before all the voters." School proposals that are enthusiastically supported by the PTA are hard to justify.

THE ROLE OF THE CIVIC GROUPS

Within every school district, there are established, active civic groups. Good schools--partly because such groups members have children in good schools are a fundamental requirement for having a good community. Effective workers and best supporters in a school campaign are found locally, don't count out the volunteer firemen, women's clubs, Chamber of Commerce, high school boosters' clubs.

There are specific and sound reasons why such civic clubs and organizations give the most enthusiastic and effective support.

Members of such groups are ordinarily the civic "doers," the community organizations wanting to assist school campaigns as a group have two things to follow. If there is a well organized citizens' committee, the leaders offer the services of their group to the campaign committee to be used as necessary and helpful to the campaign.

If there is either an ineffective campaign committee or none at all, they meet with the superintendent and offer its members' services either in doing all the doorbeiling) or to, in effect, take over the main responsibility of organizing the entire campaign.

Typically, joiners of civic organizations have greater seriousness of purpose. They generally have a high level of self-confidence and a deep concern for moral problems.

Typically, too, they are socially involved in other community and organizations. They tend to be joiners of other social, fraternal, church, luncheon and service organizations. They don't become bogged down in "the politics" of PTA or permanent organizations. They bring "fresh blood" into school district activities and affairs.

The "public" in public schools stands out most during school campaigns. They are deeply involved and, thus, committed.

THE ROLE OF STUDENTS

The pros and cons of using school children in campaigns will probably be discussed.

Several points are important. There will always be some district parents who, on principle, will criticize anything students do (other than "eat, sleep, and play").

A rule of thumb, "If the PTA does not arrive at a united, publicized position in favor of your school proposal, don't bother to put it before all the voters." School proposals not endorsed and enthusiastically supported by the PTA are hard to justify.

THE ROLE OF THE CIVIC GROUPS

Within every school district, there are established, active civic groups interested in having good schools--partly because such groups members have children in school and partly because good schools are a fundamental requirement for having a good community. Often the most effective workers and best supporters in a school campaign are found in civic organizations. Locally, don't count out the volunteer firemen, women's clubs, Chamber of Commerce and high school boosters' clubs.

There are specific and sound reasons why such civic clubs and organizations often provide the most enthusiastic and effective support.

Members of such groups are ordinarily the civic "doers," the community activists. Civic organizations wanting to assist school campaigns as a group have two courses they can follow. If there is a well organized citizens' committee, the leaders of the organization can offer the services of their group to the campaign committee to be used in any way that is necessary and helpful to the campaign.

If there is either an ineffective campaign committee or none at all, the organization should meet with the superintendent and offer its members' services either in a specific area (such as doing all the doorbelling) or to, in effect, take over the main responsibilities of organizing the entire campaign.

Typically, joiners of civic organizations have greater seriousness of purpose than non-joiners. They generally have a high level of self-confidence and a deep concern over broad ethical and moral problems.

Typically, too, they are socially involved in other community and organizational activities. They tend to be joiners of other social, fraternal, church, luncheon and community groups. They don't become bogged down in "the politics" of PTA or permanent citizens' committees. They bring "fresh blood" into school district activities and affairs.

The "public" in public schools stands out most during school campaigns in which civic groups are deeply involved and, thus, committed.

THE ROLE OF STUDENTS

The pros and cons of using school children in campaigns will probably be debated for years.

Several points are important. There will always be some district patrons who, as "a matter of principle," will criticize anything students do (other than "eat, sleep, be quiet, and mind your

elders"). These views have to be considered but not necessarily as the controlling consideration.

How can students help?

Students have participated actively and effectively in many successful district campaigns. As it becomes more difficult in communities across the country to pass special operating levies and classroom building bond issues, it becomes more critical to determine how students can help produce community support for their own education.

Active participation by students in a campaign should be weighed carefully before any major effort is launched.

A rule of thumb: Whatever students have done in past successful campaigns ought to be repeated.

No matter what the community attitude is toward student campaign participation, there are activities in which students can "safely" participate. These include demonstrations of the good education and training they have been receiving, e.g., open houses, science fairs, music concerts, debates, art shows, swim meets and gymnastic events.

Voter Registration

They include holding car washes and other events not directly related to campaigning. There is divided opinion on the value of allowing students to raise campaign funds. Consider the possibility of charges of "exploitation" of students for such a purpose. Some communities feel any event - possibly a public service project - that shows students working in support of the campaign can achieve good will in the community which may be worth more than a fund-raising activity. And they include student promotion of voter registration drives to assure that as each high school senior turns 18, he or she registers to vote.

Doorbellling

Many districts have involved high school students in "doorbellling" and distributing campaign literature. If this is done, criticism--if any--can be kept at a minimum by encouraging only courteous, energetic youngsters to participate; and only during non-school hours, in the evening and on weekends.

Keep in mind that the younger the child, the more supportive (of schools) the parents. Young students, kindergarten through 6th grade, can bring home fact sheets, and informative news letters. (Never tell a parent how to vote in such material.) Above 6th grade, such practice has dubious benefit. Students can also help indirectly by volunteering their time in projects devoted to working with the elderly in nursing homes and in local senior citizen centers, thus helping to reduce the feeling of isolation and alienation among these older citizens from the schools.

THE ROLE OF THE ELDERLY

Ordinarily, the elderly are more likely to vote but less likely than any other age group to vote favorably for school measures. This is understandable since over the years they become less

directly concerned with and thus alienated from the schools. It is important to get the older people involved with the students and schools before asking for their vote. Listed below are some suggested programs that can be adapted to most communities.

Golden age passes

1. Senior citizens apply to the student body office for a pass which will entitle them to attend all school sports events without charge. People who attend school activities feel an involvement with schools and vote favorably for school measures than do people who do not attend school functions.

Volunteer teaching aides

2. The elderly can make valuable contributions to the classrooms. Over the years they have developed skills and hobbies but most important, they have time. A program can be set up which will allow senior citizens to participate under the direction of the classroom teacher. For example, to give individual assistance to slow readers; to conduct short-term craft courses; to tell social studies classes about countries they have visited or where they have lived.

Gifts

3. Many towns have an organized senior citizen group. To show that young people care about them, the student body can organize a fund drive for a piece of equipment, such as a used school bus, to be given to the senior citizens from the students. Publicize each fund raising event and its purpose.

Adopt a grandparent

4. Few youngsters have grandparents living in their school district. Schools can establish a program (particularly in grade schools) where youngsters "adopt" a grandparent. The "grandparent" is invited to school programs and is sent cards made at school on Thanksgiving, Halloween, Christmas, etc.

To implement these suggested programs, work through the local senior citizens organizations where they exist. If they are not organized, remember, there are healthy, active senior citizens who are waiting to become involved in something in every school district.

Why not involve them genuinely in school affairs? Once involved, they can contribute in many productive ways, including their positive votes for school levies and bond propositions.

CHAPTER 5 THE CAMPAIGN'S LAST 12 WEEKS - Organizing the jobs

Organize the work

Putting the right people together for the school campaign is one thing. Organizing the work to be done is another.

Your objective is to win. To win, you must organize to carry out 3 basic acts:

1. Identify the friendly voters
2. Determine and project a motivating theme that will
3. Deliver the friendly voters to the polls on election day.

Neutralize opponents

To the extent your campaign committee has time during the formalized campaign and to the extent the school board and administration have not accomplished it earlier in the year, your committee will need to organize to carry out a fourth mission. This is to neutralize specific levy and bond issue opponents, both groups and individuals, who may otherwise render your campaign "Mission Impossible."

ORGANIZING THE JOBS TO BE DONE - (First Things First)

A well-planned campaign, then, will have at least three and possibly four distinct phases:

1. Conducting research
2. Developing strategy
3. Establishing a timetable.
4. Neutralizing potential or actual opposition

PHASE I - CONDUCTING RESEARCH

Campaign research should be started and completed months before the election.

Analyze voting

This phase includes analyzing previous voter patterns and demographic characteristics of the district, preferably by precinct or small precinct groupings, reviewing the district's year round communications program with the public, determining the most appropriate election timing, determining via opinion polling what voters in the district believe the issues and concerns to be, identifying and working to neutralize pockets of actual or potential school opposition, and compiling lists of favorable persons most likely to vote "yes."

PHASE II - DEVELOPING STRATEGY

Begin early

The development of campaign strategy should begin weeks or even months before the school board announces its election date and ballot propositions. It will continue through the early

weeks of formal campaign committee organization.

This phase includes determining the number of ballot propositions and (if there must be more than one). It includes structuring the formal organization, determining priority precincts or voting groups to be contacted, and developing the basic campaign rationale and theme.

Strategy involves three basic factors:

- A. Timing
- B. Scheduling
- C. Sensitivity

A. Timing

Prior to the time the school board announces (a) the date of election propositions to go on the ballot and (c) the dollar-amount and specific proposition, the board, the administration and key school-supporting organizations should reach a total agreement on the answers to several key questions:

1. When is the best time to put the issue(s) on the ballot?

No two districts or counties or regions or states will be exactly alike. Generalizations, however, almost universally apply.

State-wide and national primary and general election dates should be avoided. The only exception to this is in those states where there are petition requirements in addition to having to gain a majority (or higher percentage) of votes cast and where previous school elections vote patterns show that this holds up in general elections regardless of the nature or size of turnout. It does not appear likely that a sufficient number of favorable school voters can be reached at polls unless other issues or candidates are also on the ballot.

The period just following the mailing of local property tax statements should be avoided. The only normal exception to this is at those times when property tax is reduced from the previous year's level. Experience in many districts shows that voters do not expect a 5 to 15 percent lower favorable vote on school tax measures immediately following receipt of their property tax statements.

If it is possible to avoid periods of known or anticipated high local unemployment, it should be done. At such times, those unemployed or fearful of becoming unemployed tend to "vote their pocketbooks" rather than the merits of the schools.

Other periods to be avoided are times when teachers and other employees are engaged in salary negotiations, times when the community is caught up in a school crisis, such as over (a) busing of students, e.g.; integration (b) subjects being taught

Key questions

Avoid other elections

Avoid following the tax statement

Avoid negotiation and controversy

weeks of formal campaign committee organization.

This phase includes determining the number of ballot propositions and the contents of each (if there must be more than one). It includes structuring the formal, "public" campaign organization, determining priority precincts or voting groups to be contacted (or to be avoided), developing the basic campaign rationale and theme.

Strategy involves three basic factors:

- A. Timing
- B. Scheduling
- C. Sensitivity

A. Timing

Key questions

Prior to the time the school board announces (a) the date of election (b) the number of propositions to go on the ballot and (c) the dollar-amount and specific nature of each proposition, the board, the administration and key school-supporting citizens should be in total agreement on the answers to several key questions:

1. When is the best time to put the issue(s) on the ballot?

No two districts or counties or regions or states will be exactly alike in this respect. Some generalizations, however, almost universally apply.

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State-wide and national primary and general election dates should be avoided whenever possible. The only exception to this is in those states where there are high voter turnout validation requirements in addition to having to gain a majority (or higher percentage) of favorable votes cast and where previous school elections vote patterns show that (a) school support holds up in general elections regardless of the nature or size of turn out and (b) where it does not appear likely that a sufficient number of favorable school voters can be mustered to the polls unless other issues or candidates are also on the ballot.

the tax statement

The period just following the mailing of local property tax statements should also be avoided. The only normal exception to this is at those times when property taxes have been reduced from the previous year's level. Experience in many districts shows that schools can usually expect a 5 to 15 percent lower favorable vote on school tax measures if people are asked to vote on them immediately following receipt of their property tax statements.

If it is possible to avoid periods of known or anticipated high local unemployment, this should be done. At such times, those unemployed or fearful of becoming unemployed, understandably tend to "vote their pocketbooks" rather than the merits of the schools' needs.

Other periods to be avoided are times when teachers and other employees are in the midst of salary negotiations, times when the community is caught up in a school district controversy over (a) busing of students, e.g.; integration (b) subjects being taught, e.g.; sex education

(c) radical or progressive teaching methods in an "unconditioned" community, etc.

2. How much time for the formal campaign should be allowed from the time the school board or administration announces the special election?

8 - 12 weeks minimum

Regardless of the size of the school district and the level of year round communications and community acceptance of local schools, no less than 8 to 12 weeks should be allowed for the more intensive campaign. Local considerations will guide your planning. Four to six months is preferable---even if much of the basic groundwork has already been done. This groundwork includes compiling lists of known school supporters, known favorable voters from previous school elections and conditioning district patrons to anticipate the need for upcoming levy or bond passage.

3. How many school propositions should be placed on the ballot?

The fewer the better.

Don't encourage the "no" vote

The rule of thumb: The larger the number of issues placed before the voters at one time, the greater the chance that some will be rejected.

The more options given the voter, the more often he or she tends to vote "no."

There are several sound reasons why voters act this way. The larger the number of ballot issues, the less likely the voter will feel adequately informed on each one. When voters are in doubt, they vote "no."

B. Scheduling

Schedule activities

From time of announcement of the upcoming special school election until the closing of polls on election day, every activity viewed as necessary to inform and persuade the voter should be specifically scheduled and carried out like a carefully scripted play.

Who is responsible?

Campaign committee members and an overall chairman must be selected. A theme (the publicly understandable rationale for the special election) must be set. Early deadlines are established for developing fact sheets, mailing pieces and doorbelling material---and for distributing these materials. Decisions are made on who gets which materials, e.g.; campaign workers? school employees? parents? all postal box holders? those who tend to vote "yes"? new voters? the elderly? all registered voters?---who gets what? and when?

Campaign committee assignments are made. Who, specifically, is responsible for organizing the mailings? rounding up doorbellers? arranging the positive and aggressive "letters-to-the editors" campaign? writing the newspaper ads? raising money to meet the campaign's budget? putting up lawn signs? arranging for use of local reader boards? organizing the speakers' bureau?

Even before mailings and doorbelling areas are determined within the district, an analysis of past voter patterns in special school elections needs to be made. Where was voter turnout

highest? Where was the favorable school vote concentrated?

In school campaigns, like partisan political campaigns, there is a "break" you that the more favorable the percent "Yes" vote has been in a given precinct, the more total "yes" votes you can expect from the area for each mile applied in doorbelling, in mailings, in campaign dollars spent.

Campaign in favorable areas

Never succumb to the amateur attitude that "we don't have to worry about 'yes' areas because they will vote for schools anyway." This probably is easier and more productive in gaining "yes" votes, however, by fully campaigning in the favorable areas than by working in areas consistently less educated in the past. The reason is simple.

Non-supporters living in strong school-support areas come under more group pressure the way their friends, neighbors and associates vote, than do non-supporters in school-support areas.

Ordinarily, mailing and doorbelling priorities should be set to concentrate in high favorable vote coincides with high voter turnout, than in areas where turnout exists, regardless of the percent of turnout.

The rule of thumb: Concentrate the "contact" phases of the campaign, especially "people-to-people" meetings and mailings, where the favorable school vote has been and most consistent in the past.

This will ordinarily be in areas of relatively high concentrations of parents, younger parents of school children and pre-schoolers, white collar, business and residential areas, those with higher incomes and higher educational attainment.

A word of warning. All "official" publications developed at school district level must be distributed at least to all parents of children in school and preferably distributed to all patrons within the district. All "official" publications must be factual. They are to inform--not editorialize.

Official material goes to all patrons

Publications-prepared by the citizens' campaign committee, prepared and raised funds, may safely be distributed selectively to known supporters, and to those groups and individuals most likely to turn out and to vote favorably.

C. Sensitivity

American philosopher John Dewey said it well: "The problem that is well solved".

There are many ways to "well state" a school district's financial needs for maintenance and operating funds or construction funds, seldom, however, is a

highest? Where was the favorable school vote concentrated?

In school campaigns, like partisan political campaigns, there is a "breakage effect." It tells you that the more favorable the percent "Yes" vote has been in a given precinct or neighborhood, the more total "yes" votes you can expect from the area for each measure of effort applied in doorbelling, in mailings, in campaign dollars spent.

Never succumb to the amateur attitude that "we don't have to worry about the high percent 'yes' areas because they will vote for schools anyway." This probably is true. It's always easier and more productive in gaining "yes" votes, however, by fully cultivating and campaigning in the favorable areas than by working in areas consistently less supportive of education in the past. The reason is simple.

Non-supporters living in strong school-support areas come under more group pressure to vote the way their friends, neighbors and associates vote, than do non-supporters living in non-school-support areas.

Ordinarily, mailing and doorbelling priorities should be set to concentrate first in areas where high favorable vote coincides with high voter turnout, than in areas where high favorable vote exists, regardless of the percent of turnout.

The rule of thumb: Concentrate the "contact" phases of the campaign, e.g.; doorbelling, "people-to-people" meetings and mailings, where the favorable school vote has been greatest and most consistent in the past.

This will ordinarily be in areas of relatively high concentrations of parents of school-age, younger parents of school children and pre-schoolers, white collar, business and professional residential areas, those with higher incomes and higher educational attainment.

A word of warning. All "official" publications developed at school district (public) expense must be distributed at least to all parents of children in school and preferably should be distributed to all patrons within the district. All "official" publications must be completely factual. They are to inform--not editorialize.

Publications prepared by the citizens' campaign committee, prepared and paid for by privately raised funds, may safely be distributed selectively to known supporters, probable supporters and to those groups and individuals most likely to turn out and to vote favorably.

C. Sensitivity

American philosopher John Dewey said it well: "The problem that is well stated is half solved".

There are many ways to "well state" a school district's financial needs, whether for maintenance and operating funds or construction funds, seldom, however, is the problem best

stated in terms of dollar needs, tax requirements or even the need to establish "excellence in education."

Campaign messages must match or capture the existing states of mind of potential voters.

Campaign themes

Campaign themes, those often-repeated phrases devised to summarize the issue and the solution, must relate to voters' consciences. If a chosen theme misses the voters' "state of mind," its repetition at best will not persuade them to vote affirmatively and at worst, will actually cause them to vote "no" or stay away from the polls on election day.

For example, in a school district where the general income and educational level is relatively low, the percent of elderly is high and the majority of district residents consider themselves non-beneficiaries of the nations' economic and educational systems, it is foolhardy to build a campaign around the theme "Let's Establish Excellence in Education."

Emphasize the kids

In such a district, particularly if there have been repeated levy or bond failures, it is better to appeal, "This Time, Think Of The Kids, Vote 'Yes' To Build."

In an area where a high percent of elderly voters, coupled with a high percent of apathetic parents have caused repeated rejection of levies or bonds, the campaign theme should not impersonally and dispassionately state, "Vote Proposition #1, Money for Schools November 8." More relevantly those elderly citizens and parents should be asked, through a theme, "How Can We Possibly Prepare Our Children to Respect America's People, Property and Traditions by Reducing Their Preparation?"

Where schools are bombarded with zealous, articulate "tax savers" groups, you'll not help the cause by writing brochures, publishing ads or making speeches attempting to make property taxes look low or good or popular. Better to take a photograph from the top of the school looking down into hundreds of fresh faces of school kids and caption your picture: "Part of the Best 13,412 Reasons in Town For Voting 'Yes' on March 15."

Or, by taking a photo of the school library, overcrowded with kids and understocked with books and magazines and captioning it, "All of Them Will Gain If Each of Us Will Build. Vote YES For Kids May 10." In other words, kids are not just a theme, they are really the only theme that will help you.

CHAPTER

6

THE CAMPAIGN'S LAST 12 WEEKS-

Timing the action!

You have organized the people. The election date is known. Campaign research and strategy is underway. The campaign theme is set.

A specific timetable for all campaign activities must be established.

Timetables differ

District campaign timetables will differ in sequence and in activities conducted depending on size of the district, nature of ballot propositions, local campaign habit patterns and other factors.

Almost every campaign's formal timetable, however, will follow this general sequence and include many of these activities:

Check List

Third month before election

☐

Complete specific strategy (determine theme, set priority precincts for doorbelling, mailing, coffee hours).

☐

Conduct voter registration drive among 18-year olds, pre-school parents, K-6th grade parents, new parents in the district and all school district employees.

☐

Complete favorable voter mailing lists.

☐

Develop basic fact sheet.

☐

Develop newspaper ads.

☐

Collect endorsement signatures (together with one dollar contributions) for citizen-sponsored ads.

☐

Prepare doorbelling brochure and mailing pieces.

☐

Raise budget to pay for ads, printing, postage, signs.

☐

Organize speakers' bureau.

☐

Reserve reader board space, and line up doorbellers.

Check list

☐

Second month before election

Distribute basic fact sheet to key campaign workers and all school district employees.

☐

Continue collecting endorsement signatures for citizen-sponsored ads.

☐

Begin organized letter-to-the-editor campaign.

☐

Contact newspapers for possible editorial support.

☐

Conduct people-to-people coffee hours.

☐

Do one "official," district-wide, "factual" mailing of all patrons via school board letter, or school district newsletter.

☐

Speakers' bureau talks to organized groups.

☐

Continue any regular school district publications, with emphasis on items relating to levy and bond issues.

Check list

☐

Last month before election

Complete collecting endorsement signatures for citizen-sponsored ads.

☐

Conduct doorbelling in selected, "priority precincts" only (last 2 weeks).

☐

Do one or two "hard sell" mailings of citizens' committee materials to selected mailing lists only (listing "favorable" voters, parents of school-age and pre-school children, all district employees).

☐

Place ads in daily and weekly newspapers.

☐

Put theme on reader boards (last 2 weeks only).

☐

Speakers' bureau talks to organized groups.

☐

Do "special letters" mailing (to all first-time voters and new voters in the district).

☐

The campaign's timetable of activities should be laid out on a large cardboard or butcher paper ACTION-PLAN chart. The specific day, activity, cost and person responsible should be listed. (See sample ACTION-PLAN chart, page 33.)

The most important means of communication

Your campaign's basic printed materials will include:

Basic printed materials

1. a basic fact sheet
2. a basic brochure (either for mailing or doorbelling)
3. a basic series of newspaper ads
4. signs

Fact Sheets

15 - 20 questions

The basic fact sheet can most effectively be put together by asking citizens---including school board members and school administrators---to list questions about local schools. These should then be boiled down to a few questions. Each question should bear directly or indirectly on the operating levy or cost of education which will be on the ballot.

Straightforward, non-complicated answers are prepared to meet each question. Each question should be balanced to include as much information about the benefits of education as information about cost and tax increases.

Basic Brochures

Discuss needs of children in school

The basic hand-out piece should be a boiled down version of the Fact Sheet. It should be simple, direct and not filled with charts and graphs. It should discuss the needs of actual children within the local school district. National statistics, Statewide and regional cost comparisons should be sparingly used--if at all.

The basic brochure may be mailed or doorbelled. It should seldom--if ever--be doorbelled at school with youngsters. (Taxpayers who don't have children in school are more likely to need basic information as parents and are more likely to need convincing.)

Newspaper ads

Emphasize the kids

Newspaper ads should be hard hitting. They should emphasize youngsters.

Ads which simply state "Remember to Vote on Tuesday" or "Vote for the kids" are worthless. In the first instance, your job is to get favorable voters to vote. In the second instance, you should be asking citizens to vote for kids in schools as such.

Money for ads can be raised through your citizens' campaign committee members, the PTA, civic organizations, local businesses which do business in the district...or which simply believe that good schools are important to the community and other school staff, etc. Look for the "angels" who will make major contributions if solicited.

Use endorsement ads

Endorsement ads, in which individuals are asked to contribute \$1.00 (or more) to be used on the ad, are both self-financing and the most effective.

1. a basic fact sheet
2. a basic brochure (either for mailing or doorbelling)
3. a basic series of newspaper ads
4. signs

Fact Sheets

The basic fact sheet can most effectively be put together by asking campaign committee members---including school board members and school administrators---to list the most often asked questions about local schools. These should then be boiled down to a list of 15 to 20. Each question should bear directly or indirectly on the operating levy or construction bond issue which will be on the ballot.

Straightforward, non-complicated answers are prepared to meet each question. Fact sheet questions should be balanced to include as much information about the youngsters' education as information about cost and tax increases.

Basic Brochures

The basic hand-out piece should be a boiled down version of the Fact Sheet. It should be simple, direct and not filled with charts and graphs. It should discuss the educational needs of actual children within the local school district. National statistics should never be used. Statewide and regional cost comparisons should be sparingly used--if at all.

The basic brochure may be mailed or doorbelled. It should seldom--if ever--be sent home from school with youngsters. (Taxpayers who don't have children in school are entitled to the same basic information as parents and are more likely to need convincing.)

Newspaper ads

Newspaper ads should be hard hitting. They should emphasize youngsters and their education.

Ads which simply state "Remember to Vote on Tuesday" or "Vote for Schools" are virtually worthless. In the first instance, your job is to get favorable voters to the polls, not everybody. In the second instance, you should be asking citizens to vote for kids and their education, not schools as such.

Money for ads can be raised through your citizens' campaign committee, from committee members, the PTA, civic organizations, local businesses which do business with the school district...or which simply believe that good schools are important to the community, teachers and other school staff, etc. Look for the "angels" who will make major individual or corporate contributions if solicited.

Endorsement ads, in which individuals are asked to contribute \$1.00 (or more) and their name to be used on the ad, are both self-financing and the most effective.

Signs

Lawn signs, roadside signs, window placards and merchants' reader boards should also utilize the campaign theme. Signs should educate and persuade, not simply remind citizens to vote. Remember that your job is not to get out every person eligible to vote. It is to see that everyone who does vote votes favorably and that every favorable voter gets to the polls.

A few words on campaign discipline

Once the school election timing is set, the levy or bond propositions clearly defined and announced, the campaign committee selected, the planning and activities timetable laid out, the theme determined and the campaign underway, there is no turning back. Up until this time, the wisely functioning school board and school administration has operated with involvement of citizens' advisory groups and study committees to help determine the schools educational and financial needs.

The citizens' campaign committee no doubt has democratically determined or approved the campaign strategy and planning. Considerable discussion and debate has preceded decisions on the theme, what goes into the campaign Fact Sheet, which groups will receive which mailings and which organizations and individuals will be asked for endorsements or financial contributions.

But once underway, the campaign calls for less "democratic deliberation" (some call it a "pooling of ignorance") and more disciplined direction.

Time--especially time in a 12-week campaign--is a two-edged weapon. It works for you when you have thought through your problems and solutions and begun to execute your plans and activities on a well-planned, rationally set timetable. It is unproductively consumed if every decision made is rehashed at each weekly campaign committee meeting.

Worse, time works against you if plans are changed, strategies reversed or activities revised or scratched by group indecisiveness or administrators' campaign nervousness.

Successful campaigns--military or political--are campaigns of action, not reaction. They are won by decisive, disciplined generals (or chairmen) who act out their own well-laid plans, not who react to someone else's.

The worst thing that can happen during a well-planned campaign is for the campaign committee to decide to scrap its own plans and programs and to react or over-react instead to some external threat or unanticipated challenge to the school's ballot request.

Inevitably, the time comes during a campaign when campaigners get a little "spooky." It is at this time that cool heads and discipline must prevail and campaign committee members must discipline themselves to say, "don't panic, doorbell!"

SCHOOL DISTRICT SPECIAL ELECTIONS TWELVE MONTH, ACTION-PLAN CHART

Prepared by C. Montgomery Johnson Associates

THE FIRST NINE MONTHS (BEFORE ELECTION ANNOUNCEMENT)	THE LAST 10-12 WEEKS (AFTER ELECTION ANNOUNCEMENT) PLANS-ACTION	10th Week		3rd Week	2nd Week
		1. Specific day 2. est. cost		1. Specific day 2. est. cost	1. Specific day 2. est. cost
<ul style="list-style-type: none"> - district's regular communications with patrons: <ul style="list-style-type: none"> - at superintendent and board (district-wide) level - at principal's (building) level - at teacher-parent/level district's special communications with patrons year 'round organized speaking schedule school board's unanimous agreement on ballot propositions other 	<ul style="list-style-type: none"> analyze district & past elections develop select mailing & tel. lists determine timetable set budget set citizens committee assignments determine theme develop fact sheet voter registration drive 18-year old vote drive complete registered voter list collect endorsements develop brochure develop mailing pieces develop doorbell material develop ads contact newspapers doorbell * mailings ** place ads in newspapers reader boards signs other customized actions <ul style="list-style-type: none"> * areas to be determined by district vote pattern and demographic analysis ** number of mailings to be determined by district vote pattern and demographic analysis 				

SCHOOL DISTRICT SPECIAL ELECTIONS TWELVE MONTH, ACTION-PLAN CHART

Prepared by C. Montgomery Johnson Associates

d We fic d st	THE LAST 10-12 WEEKS (AFTER ELECTION ANNOUNCEMENT) PLANS-ACTION	10th Week		3rd Week		2nd Week		Last Week	
		1. Specific day	2. est. cost	1. Specific day	2. est. cost	1. Specific day	2. est. cost	1. Specific day	2. est. cost
	analyze district & past elections develop select mailing & tel. lists determine timetable set budget set citizens committee assignments determine theme develop fact sheet voter registration drive 18-year old vote drive complete registered voter list collect endorsements develop brochure develop mailing piece: develop doorbell material develop ads contact newspapers doorbell * mailings ** place ads in newspapers reader boards signs other customized actions * areas to be determined by district vote pattern and demographic analysis ** number of mailings to be determined by district vote pattern and demographic analysis								

CHAPTER 7

THE OPPOSITION

Motivate "yes" voters

In any given election -- without lifting a finger to communicate or educate -- you can expect roughly a quarter of the voters to vote "yes" and a quarter to vote "no". The remainder who can be expected to turn out on their own, are up for grabs.

The ultimate strategy in a school levy or bond campaign, of course, is to motivate turnout of voters who most likely to vote "yes". Such voters will include those who will support schools no matter how inept the communications - the "blind" school supporters, if you will. Just identify them and get them to the polls. The remaining school support must come from the ranks of the uncommitted, the ticket splitting "independents" in partisan politics. These must be persuaded to vote "yes".

The remainder of voters, their percent of total votes cast not precisely predetermined, constitute the probable opposition.

WHAT ABOUT THE OPPOSITION?

Be assured that if your campaign experiences much more than token, unorganized opposition, the result will be failure.

Opposition, like support, comes from areas which are generally predictable and for a variety of reasons which are also generally predictable.

Some opposition is inevitable. There are some people who wouldn't vote "yes" to elect their own mother "Queen for a Day". There aren't many of these in any given district and you'll be wasting your time and doing harm to the campaign's basic strategy if you allow it to be determined by totally alienated, completely negative, individuals.

Identify opposition

Most opposition, however, is neither inevitable nor necessary. It can be dealt with but it must be identified and coped with early in the school year--not during the last 9-12 weeks of the campaign. The main reason that opposition is neither inevitable nor necessary and can be dealt with, is that most people who work against schools really don't hate schools and really don't want to believe that their "no" vote will hurt children's education.

Thus, if campaigns are designed to show how children's education will be improved if the ballot propositions pass and will be hurt if they fail, they stand a very good chance of passage.

Opposition to special school elections can be roughly divided into two categories:

1. Property owner objecting to increased property taxes, and
2. Community factions disagreeing with specific school policy, programs or personnel

The first group often includes local taxpayers', realtors', resort and apartment associations and citizen's committees purporting to represent all taxpayers.

The second group often includes the rural (or suburban) versus city corner, a school district, parents versus fixed-income (retired) persons, modern versus the "status quoers", public versus private or parochial school. They differ strenuously with school board policy, e.g., busing programs, sex education, personalities of teachers or administrators.

HOW TO COPE WITH OPPOSITION?

If you had done your homework early in the year, you will know which of the influential individuals can be expected to provide opposition unless you ask them. Chances are that such persons and groups have developed their opposition because they feel a lack of involvement in school affairs.

Involve opponents

It's important to involve "established" opponents in school matters before you ask for support --- to ask them to help schools before you ask them to vote for them. This should be done long before the final weeks of the campaign.

"Help" can take many forms. Organizations can be asked to provide resources, advisory committees to study curriculum changes, growth problems, financial problems. They can be resource persons qualified in specific fields to assist in conducting field trips.

ASK YOUR OPPONENTS FOR HELP

A personal, top level appeal from the superintendent and members of the board with the help of influential, known opponents can be dramatically effective. They have the knowledge that if the only "say" some people feel they have in school is at the time of voting, they will say "no".

Personal invitations to opponents

The superintendent and board members -- with the help of campaign coordinators -- develop a list of the 15 to 20 most influential "negatives" in the district. They are invited, in person or by phone, by the superintendent or a respected board member. A private meeting with board members, the superintendent and 3 or 4 strong supporters to whom the negatives respect.

Be frank, invite candid complaints

The school representatives are very frank and candid. They explain to the most influential men and women in the district from the standpoint of the kids in the school district. They explain they doubt that the levy or bond issue will be passed without the negatives' help. They invite the negatives to unbuckle their seat belts. They perhaps ask the negatives if they would be willing to serve on a committee to solve a problem that prompts their school opposition.

The first group often includes local taxpayers', realtors', resort and apartment house owners' associations and citizen's committees purporting to represent all taxpayers.

The second group often includes the rural (or suburban) versus city conflict of interests within a school district, parents versus fixed-income (retired) persons, modern school advocates, versus the "status quoers", public versus private or parochial school interests and those who differ strenuously with school board policy, e.g., busing programs, sex education, or personalities of teachers or administrators

HOW TO COPE WITH OPPOSITION?

If you had done your homework early in the year, you will know which organized groups and influential individuals can be expected to provide opposition unless you do something about it. Chances are that such persons and groups have developed their opposition to schools because they feel a lack of involvement in school affairs.

It's important to involve "established" opponents in school matters before you ask them for support --- to ask them to help schools before you ask them to vote for schools. Ideally, this should be done long before the final weeks of the campaign.

"Help" can take many forms. Organizations can be asked to provide representation on citizen's advisory committees to study curriculum changes, growth problems, financing dilemmas, etc. They can be resource persons qualified in specific fields to assist in classroom projects or field trips.

ASK YOUR OPPONENTS FOR HELP

A personal, top level appeal from the superintendent and members of the school board for the help of influential, known opponents can be dramatically effective. This is based on the knowledge that if the only "say" some people feel they have in school matters is the act of voting, they will say "no".

The superintendent and board members -- with the help of campaign committee members -- develop a list of the 15 to 20 most influential "negatives" in the district. Each is personally invited, in person or by phone, by the superintendent or a respected board member to a private meeting with board members, the superintendent and 3 or 4 strong citizen supporters whom the negatives respect.

The school representatives are very frank and candid. They explain they have called together the most influential men and women in the district from the standpoint of educating all the kids in the school district. They explain they doubt that the levy or bond propositions can be passed without the negatives' help. They invite the negatives to unburden their complaints. They perhaps ask the negatives if they would be willing to serve on a committee to study the problem that prompts their school opposition.

There are several keys to the success of such meetings:

1. The opponents must be called or visited in person only by the respected board member; no letters, no calls by secretaries, no "please" messages.

2. The meetings must be absolutely private; no press, no leaks or

3. The superintendent and school board members must demonstrate views expressed by school opponents, genuine interest in seeing them heard and genuine thanks for their willingness to attend the meeting.

4. Whenever practicable, the lay supporters present (who must be carry the load in defending or justifying the school's position.

Not every opponent who attends such a high level private session becomes a flat-out campaign supporter overnight. Most such persons their position known as pride. Those who are not immediately converted, ever, generally find it more difficult to be as articulately aggressive following such sessions and they develop a more nearly neutral post

DON'T OVER-REACT

The worst thing that can happen to your campaign is to build your the publications around the opposition's charges. Early in the campaign to play the game by your rules with your strategy on your field -- not repeat what we said earlier:

Make your campaign a campaign of action based on your de
campaign of reaction, based on your opponent's strategy.

FAVORABLE LETTERS-TO-THE EDITOR

Specifically, one of the most important activities of your campaign c "letters-to-the-editor" campaign.

Opponents generally resort to the letter-to-the-editor column of both newspapers. This is the most often read feature in the medium most to receive school information.

There is no sound reason for leaving this valuable space exclusively opponents of schools. There is no excuse for letting the opponents g Favorable letters-to-the-editor should be organized early. They should or to casual volunteer supporters. They should be based on whatever

Do not build campaign around opponents

Letters-to-the-editor

Organize early

There are several keys to the success of such meetings:

1. The opponents must be called or visited in person only by the superintendent, or most respected board member; no letters, no calls by secretaries, no "please call back" phone messages.

2. The meetings must be absolutely private; no press, no leaks of conversation.

3. The superintendent and school board members must demonstrate genuine respect for the views expressed by school opponents, genuine interest in seeing that their gripes are considered and genuine thanks for their willingness to attend the meeting.

4. Whenever practicable, the lay supporters present (who must be in the minority) should carry the load in defending or justifying the school's position.

Not every opponent who attends such a high level private session turns himself around and becomes a flat-out campaign supporter overnight. Most such persons have an investment in their position known as pride. Those who are not immediately converted into supporters, however, generally find it more difficult to be as articulately aggressive in their opposition following such sessions and they develop a more nearly neutral posture instead.

DON'T OVER-REACT

The worst thing that can happen to your campaign is to build your theme, your actions and your publications around the opposition's charges. Early in the campaign, you should have decided to play the game by your rules with your strategy on your field -- not the opposition's. We repeat what we said earlier:

Make your campaign a campaign of action based on your deliberate strategy, not a campaign of reaction, based on your opponent's strategy.

FAVORABLE LETTERS-TO-THE EDITOR

Specifically, one of the most important activities of your campaign committee is your "letters-to-the-editor" campaign.

Opponents generally resort to the letter-to-the-editor column of both daily and weekly newspapers. This is the most often read feature in the medium most often relied on by persons to receive school information.

There is no sound reason for leaving this valuable space exclusively or even primarily to the opponents of schools. There is no excuse for letting the opponents get in the first shots. Favorable letters-to-the-editor should be organized early. They should never be left to chance or to casual volunteer supporters. They should be based on whatever theme you have chosen.

Most should have been written by lay citizens, not faculty members or other district employees.

Radio and TV

And there should be a large number of individually written letters setting on the newspaper editor's desk every day of the campaign during the last 9 to 12 weeks before election day.

LAST MINUTE OPPOSITION

It has been advised elsewhere in this manual to use no TV to get voters to the polls and to use only a minimum of radio, if any at all. The exception to the rule occurs when there is last minute activity by the opposition in the form of mailings, newspaper ads, radio, etc.

Have the chairman of the school board or the superintendent appear on every radio station and every TV station that is seen or heard in the district to express righteous indignation about anonymous people who come out at the last minute with innuendoes and insinuations when there is no time to answer their accusations... "That obviously their only purpose is to cripple the children's schools and destroy their opportunity to get an education."

Don't react to the accusations. You can't win the game on their field. Instead, ask what kind of people would do that to children.

ONE APPROACH TO ALL POTENTIAL OPPONENTS

All indications suggest that people, by and large, love their schools --- and school kids --- but hate special property tax levies.

With this in mind, and when nothing else seems to reach home, the following exercise, put before each voter as a section in your fact sheet or a mail-out brochure can be potent:

"I would probably vote for.....
(school district's) bond issue and levy but I won't as long as
.....
.....
.....
.....

(fill in blanks to match your own feelings)

"No two persons always see eye to eye in school services, policies, administrative procedures or hardly anything else. Theschools have simply reached the point where individual personal interpretations and feelings - - - no matter how valid they might be - - - must be set aside in the interest of providing number of children with a sound education in adequate facilities."

CONFUSION: THE MOST EFFECTIVE WEAPON

Some school leaders have resorted to campaigns of little or no substantive information, on the premise that a minimum of information will produce a minimum of opposition. Any one who thinks this way will in the long run break down any confidence people have held in their schools and in the short run, will invite disaster.

When there is lack of official, factual information generated by the school campaign, the opposition will create its own set of "facts". Confusion can be the opponents' most important weapon.

Provide enough facts

At the same time it should be remembered that there are two ways for your own campaign to invite confusion and defeat. The first is to fail, consciously or otherwise, to provide enough information to assure that a majority of voters can confidently vote "yes".

but not too many

The second way is to provide so much information, so many facts (often many of them irrelevant), that voters are diverted from the fundamental issue or just confounded by all the statistics.

Ironically, in your zeal to answer opponents or to avoid being accused of hiding the facts, you can create your own opposition. As Pogo put it, "We have met the enemy and it is us."

SUMMARY

There is no single way to guarantee passage of a school levy or bond issue. And while there are virtually no new principles of campaigning, there are many combinations of old ones which increase the odds of levy or bond issue passage.

Here is a summary of things to remember when organizing and conducting a school bond or tax levy campaign:

1. A school campaign is a two-way conversation between voters and school district personnel. Don't wait until you need something from either group before you start talking to them. The corollary to this is: Don't stop talking because the election is over.
2. The most successful school election campaigns are long range.
3. Successful elections begin with specific plans to identify and locate affirmative voters within the district.
4. The best single indicator of how a person will vote in the next school election is how he voted in the last school election.
5. The "under 30's" represent the best potential support for school elections.
6. If your levy or bond issue is worth putting on the ballot it is worth maximum support.
7. What people think is happening during the nine preceding months is more likely to influence a voter than a 12-week campaign to change his mind.
8. Rely heavily on newspapers during the campaign period.
9. Locate your opponents and neutralize their opposition by involving them in school affairs BEFORE you ask them to vote for school measures.
10. Avoid placing special school election issues on state and national primary and general election ballots whenever possible.
11. Place as few school propositions on the ballot at one time as possible.

13. Put a number of competent women on the campaign steering committee.
14. One of the most common mistakes is to treat all voters alike. They aren't. Treat them with respect, and respect their differences.
15. It is mandatory that the school board make known its unanimous support.
16. Faculty members can be most effective in speaking out in support of a school election issue. They should NOT use their classrooms to propagandize.
17. Distribute "official" school district publications to all parents during the campaign.
18. Civic organizations often produce the most effective workers and best supporters of school election campaigns. Look to them for leadership and assistance early in the campaign.
19. Build campaign themes around "the kids' education" and not around "the tax dollars" involved.
20. Plan your strategy early and stick to it. Your campaign should be based on your assessment and plan of action, not your opponents'.

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ABSTRACT

This report contains State-by-State statutory summaries on three types of leaves of absence relating to teachers -- sick leave, maternity leave, and sabbatical leave. Only State laws that have specific reference to one of these three types of leaves of absence are included. Not included are those statutes granting boards of education the general authority to grant leaves of absence to teachers. (Author/JF)

School Law Summaries
Compiled by the NEA Research Division
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LEAVES OF ABSENCE

December 1968

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General Information*

Contents

This compilation is a state-by-state summary of statutory provisions of the following three types of leaves of absence relating to teachers:

- Part I. Sick Leave
- Part II. Maternity Leave
- Part III. Sabbatical Leave

Only those state laws that have specific reference to leaves of absence of this nature are included. In a number of states, general statutory authority given to local school boards to grant leaves of absence to teachers provide the legal basis for adopting leave policies for a variety of reasons, including the three types of leave aforementioned. These general provisions, however, are not summarized here.

For a quick reference as to which states have specific provisions for sick, maternity, and sabbatical leave, see page 2. Information on the amount of paid sick leave available to teachers in each state that has passed legislation of this kind is shown in Table 1.

This information includes all changes through the 1967 legislation year.

Reporting and Revision Scheme

This compilation is another section of the school law series conceived as a continuing legislative reporting service of the NEA Research Division, aimed to provide up-to-date information on certain types of school legislation in each state.

To maintain the state leaves of absence summaries on a current basis, biennial revisions are made, unless changes in the laws warrant more frequent updating. Since the material presented does not justify separate page treatment for each state, the entire section on leaves of absence will be replaced at one time.

*This explanatory material should be kept at the front of the section reporting on state leaves of absence provisions.

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STATES WITH STATUTORY PROVISIONS

Sick Leave

Alabama
Alaska^{a/}
Arizona
California
Connecticut
Delaware
District of Columbia
Florida
Georgia
Hawaii^{a/}
Idaho
Illinois
Indiana
Iowa
Kentucky
Louisiana
Maine
Maryland^{a/}
Massachusetts
Michigan
Minnesota
Mississippi
Nebraska
Nevada
New Jersey
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Tennessee
Vermont
Virginia^{a/}
Washington
West Virginia
Wisconsin

Maternity Leave

California
Delaware
District of Columbia
Kentucky
Louisiana
Tennessee

Sabbatical Leave

Alaska
Arizona
California
Delaware
District of Columbia
Florida
Hawaii
Illinois
Indiana
Kentucky
Louisiana
Maine
Massachusetts
Michigan
Minnesota
Mississippi
Nebraska
Ohio
Pennsylvania
Tennessee
Washington

^{a/} By state board regulation.

TABLE 1.--STATE SICK-LEAVE PROVISIONS

State	Mandatory at full pay		Local boards authorized to regulate	Local boards authorized to exceed mandatory paid leave at full or part pay
	Days a year	Maximum accrual in days		
1	2	3	4	5
Alabama .....	...	...	Up to 45 days a year at discretion of local board	...
Alaska	12a/b/	Unlimited a/b/	...	...
California	10c/	Indefinitely	...	Xc/
Connecticut	15	At least 120	...	X
Delaware	10	120	...	...
District of Columbia	10d/	Indefinitely	...	...
Florida	10	120	...	...
Georgia	1-1/4 for each completed school month	Not cumulative	...	...
Hawaii	18a/	Unlimiteda/	...	...
Idaho	8	90	...	X
Illinois	10	60	...	X
Indiana	10 in first year, 7 a year thereafter	90	...	...
Iowa	10; increases 1 day each consecutive year of employment to 15	At least 90	...	X
Kentucky	10	20	...	X
Louisiana	10	25 in any 3-year periode/	...	X
Maine	10	90	...	...
Maryland	10a/f/	...	...	X
Mississippi .....	...	...	At discretion of local board	...
Nevada .....	...	...	At discretion of local board with certain limitationsg/	...
New Jersey	At least 10	Indefinitely	...	h/
New York	At least 10i/	At least 150l/	...	...
North Carolina	1j/	...	...	...
North Dakota	At least 10	At least 30	...	...
Ohio	1-1/4 work days for each completed month of service	90	...	X
Oklahoma	10	60	...	X
Oregon	At least 10	100	...	X
Pennsylvania	10	Indefinitely	...	X
Tennessee	1 for each month taught	Indefinitely	...	...
Vermont	10	20	...	...
Virginia	A maximum of 10a/k/	90a/k/	...	...
Washington	10	180	...	X
West Virginia	1-1/2 days per month	60	...	...
Wisconsin	At least 5l/	At least 30l/	...	...

a/ By state board regulation.

b/ Additional leave at part pay is allowed provided the teacher returns to school within 20 days after accumulated leave is exhausted.

c/ After first 10 days' leave, loss of pay shall not exceed substitute's pay for up to five months' absence, but local boards may provide 50% or more in regular pay. For absence beyond five months, pay is in the discretion of the local board, subject to the rules and regulations of the state board.

d/ An additional one day a year may be granted for service before July 1, 1949.

e/ After five years in service the teacher will be allowed to accumulate an additional 20 days.

f/ Does not apply to Baltimore City which sets its own leave policy.

g/ Up to a maximum of 15 days in one school year, and 15 days for each year thereafter to a total of 75 days for five school years.

h/ Increase in total accumulation per school year may not exceed 15 days.

i/ Applies to all school districts except New York City. New York City teachers who are members of the New York City Teachers' Retirement System are entitled to at least 10 days a year, cumulative to a maximum of 200 days.

j/ State board authorized in its discretion to grant up to five days' leave per school term with pay.

k/ Applies to local boards which elect to share in the state funds appropriated for a state teachers' sick-leave plan.

l/ State aid shall not be paid to any districts, except first-class districts, for any year in which teachers' contracts do not so provide.

Part I. State Sick-Leave Provisions

ALABAMA Sick pay up to 45 days in any one school year is in the discretion of the school board; for unavoidable cause other than sickness, up to 1 week a year with pay may be provided. (Attorney general opinion includes illness or death in immediate family in category of unavoidable causes.)

School boards may grant a leave of absence for a period of one year for good cause to a teacher on continuing service status, without impairment of such status; for valid reason, leave may be extended for an additional year.

(Code of Alabama (Recompiled 1958). Secs. 52-136, 52-197, 52-361(3))

ALASKA Twelve days' sick leave a year accrued at the rate of 1-1/3 days a month, with pay, is provided, cumulative without limit. Cumulative sick leave is transferable from school to school if the teacher's service is continuous. Accumulated leave cannot be used at the beginning of the school year unless the teacher has begun his teaching contract, except in unusual circumstances.

Three days' sick leave may be used for death in the immediate family, or up to five days if the circumstances require travel outside Alaska.

Sick leave in excess of the number of days to which the teacher is entitled shall be paid for by the difference between the salary or the teacher and the cost of a substitute, provided the teacher returns within 20 teaching days after the last day of accumulated leave has been used. Deductions from pay on account of illness in excess of the number of days already earned shall be refunded at the end of the school year in accordance with the leave time that has accrued by the end of the year. A physician's certificate is required for absence of more than three days, but this requirement may be waived if in the judgment of the school superintendent it seems expedient and just to do so.

(State Board of Education Regulation 16, Sec. 68)

ARIZONA At request of a teacher suffering from tuberculosis, a leave of absence may be granted; a leave of absence for this reason must be granted to a continuing teacher if requested.

School boards may authorize leaves of absence up to a maximum of one year when they deem the leaves to be reasonable and for good cause, and not detrimental to the education in the district. All tenure, retirement, accrued leave with pay, salary increments, and other benefits are preserved if leave is granted.

(Arizona Revised Statutes Annotated. Secs. 15-206 and 15-444.02)

CALIFORNIA Sick leave: Ten days' sick leave a year with pay is mandatory, but more may be granted in the discretion of the board. The 10 days need not be accrued before they are taken. Unused leave may be accumulated indefinitely. After the first 10 days' leave, loss of pay shall not exceed substitute's pay for absence up to a period of 5 months, but during this time, boards may provide 50 percent or more of regular salary. For absence longer than 5 months, pay is in the discretion of the school board, subject to rules and regulations of the state board of education.

Accumulated unused sick leave is transferable from one district to another in the state when a certificated employee who has served in a school district for a period of one or more years accepts employment in another district. Governing boards may not adopt any rule or policy requiring an employee to waive any part of or all unused leave on transfer into its district.

Personal emergency: Up to 6 sick days of leave in any school year may be used by a certificated employee in case of personal emergency including death of a member of his immediate family, an accident involving his person or property or the person or property of a member of his immediate family or appearance in court as a litigant or as a witness under an official order.

Bereavement: Certificated employees are entitled to 3 days' leave of absence with pay for death of member of immediate family, including mother-in-law and father-in-law; school boards may allow additional leave for this reason.

Industrial accident and illness leave: Governing school boards must provide not less than but may provide more than 60 days of leave in a fiscal year for each single industrial accident or illness suffered by a certificated employee. This leave is not cumulative. When the industrial accident or illness overlaps into the next fiscal year, the employee is entitled to only the amount of unused leave due him for the same illness or injury. The employee on such leave shall be entitled to be paid that portion of his salary which, when added to the amount received under workmen's compensation, results in the payment of not more than the employee's full salary. The leave is reduced by one day for each day of authorized absence regardless of a temporary disability indemnity award.

Upon termination of the industrial accident or illness leave, the employee is entitled to the regular sick leave benefits. If the employee continues to receive temporary disability benefits, he may elect to take as much of his accumulated sick leave, which, when added to the disability benefit, will result in the payment of not more than his full salary.

During any paid leave of absence, the employee must endorse to the school district his temporary disability indemnity checks, and the district in turn issues him salary warrants for the payment of salary from which there is deducted the normal retirement and other authorized contributions. The board may require a specified period of continuous service in the school district before the industrial accident and illness benefits are available, but this period shall not exceed three years.

(California Education Code. Secs. 13467 to 13470)

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CONNECTICUT Fifteen days' sick leave a year with full pay is mandatory, but more may be granted in the discretion of the board. Unused leave shall be accumulated to at least 120 days.

(Connecticut General Statutes Annotated. Sec. 10-156)

DELAWARE Ten days' sick leave a year with full pay is mandatory, cumulative to 120 days.

Up to five days' leave of absence with full pay is mandatory in the event of death in the immediate family; for death of a near relative, one day of paid leave of absence is provided on the day of the funeral. In the case of critical illness in immediate family, absence without loss of pay for 3 calendar days is allowed.

Three calendar days of absence without loss of pay, chargeable to sick leave is allowed for observance of recognized religious holidays.

(Delaware Code Annotated. Sec. 14-1318)

DISTRICT OF COLUMBIA Sick leave with pay is mandatory at the rate of one day a month from September through June, inclusive, cumulative indefinitely under rules and regulations of the board of education. An additional one day a year of service prior to July 1, 1949, may be granted. In case of emergency, the superintendent may advance additional leave with pay, not to exceed 30 days.

Under rules and regulations of the board, a teacher may use three days of cumulative sick leave with pay in any school year for any purpose, upon giving timely notice of intended absence.

(District of Columbia Code (1961 edition). Secs. 31-691, 31-692, and 31-694)

FLORIDA Ten days' sick leave a year with full pay is mandatory, cumulative to 120 days. At least half the accumulation must be within the same county. The board may require a physician's certificate.

Sick leave may be taken for personal illness, or illness or death of member of immediate family.

County school boards may allow two days' leave a year for emergency leave and two days a year for religious holidays, chargeable to sick leave. Leave for emergency and religious holidays shall not be cumulative.

Teachers absent on account of personal injury or contagious illness contracted in line of duty are entitled to paid leave of absence up to 10 days a year, not chargeable to sick leave.

Terminal pay at retirement or death: County school boards may establish policies to provide terminal pay to a teacher at normal retirement or to his beneficiary

if he dies while in service. The terminal pay may not exceed the amount determined by the daily rate of the teacher at the time of retirement or death, multiplied by one-half the accumulated sick leave days to his credit.

(Florida Statutes Annotated. Secs. 231.40, 231.41)

GEORGIA Sick leave with full pay is provided at the rate of one and a fourth days for each completed school month of service, not cumulative beyond the year. Sick leave may be taken in the event of illness or death in teacher's immediate family.

(Code of Georgia Annotated. Sec. 32-1304)

HAWAII Eighteen days' sick leave at full pay is provided. Unused leave may be accumulated at full pay without limit. Additional sick leave with pay in excess of that to which the employee is entitled may be granted upon written approval of the state school superintendent. A physician's certificate is required for more than five days' absence.

A maximum of three days' leave with pay may be given on death or critical illness of member of immediate family, not chargeable against vacation or sick leave. A physician must certify to critical illness. One day of paid leave chargeable to sick leave may be allowed to attend the funeral of a relative.

Teachers may be granted a health leave of absence without pay for a period of one month to one year, and the time may be extended. A physician's certificate that such leave would be beneficial is required. Return to school is guaranteed only after at least one year of service.

(Regulations of State Department of Education)

IDAHO Eight days' sick leave per year with full pay is mandatory. Unused leave may be accumulated in same district to 90 days. School boards may establish sick leave in excess of the mandatory minimum provided. When districts are consolidated or divided, the teacher who continues in service in the consolidated or divided district receives credit for accumulated sick leave.

(Idaho Code. Secs. 33-1216--33-1218)

ILLINOIS Ten days' sick leave at full pay is mandatory, cumulative to 60 days. School boards have discretionary power to grant leave in excess of these allowances. Accumulated sick leave is not lost if the teacher is transferred by reason of a change in the boundaries of any school district or the creation of a new district. The board may require a physician's

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certificate. Statutory definition of sick leave is personal illness, quarantine at home, or serious illness or death in immediate family or household.

(Smith-Hurd Illinois Statutes Annotated. The School Code of 1961.
Sec. 122-24.6, 122-10-21.1)

INDIANA Ten days' sick leave with pay for the first year and seven days each year thereafter is mandatory, cumulative to 90 days. For not to exceed a year, leave may be granted on request of a teacher, or on the initiative of the board, for sickness or disability, subject to board rules and regulations. If leave is unrequested, the teacher has the right to a hearing by procedures in the tenure law prerequisite to dismissal.

In addition, the teacher is entitled to up to five days' leave with pay in the event of death in immediate family. At least two days a year is allowed for the conduct of personal business or civic affairs.

Transfer of accumulated sick leave on a gradual basis is allowed when the teacher transfers to another school district. Three days of unused leave is credited in the second year and in each succeeding year of employment in the new district until the number of days accumulated in the previous place of employment is exhausted.

(Burns Indiana Statutes Annotated. Secs. 28-4311, 28-4333)

IOWA A minimum of 10 days' sick leave with pay is mandatory, allowing one day for each year of consecutive employment in the same school district to a maximum of 15 days in the sixth and subsequent years. Unused leave is cumulative to at least 90 days. The board shall require reasonable evidence, as it may desire, confirming the necessity for leave. School boards have authority to grant more time than is allowed by the statute.

(Iowa Code Annotated. Sec. 279.40)

KENTUCKY Ten days' sick leave with pay is mandatory, but more may be granted in the discretion of the board. Unused leave is cumulative to 20 days; more may be accumulated in the discretion of the board. A physician's certificate is required. Each district board of education may adopt regulations by which a teacher may use up to three days of accumulated sick leave for personal reasons of an emergency or extraordinary nature.

At the request of the teacher, the board shall grant leave because of physical or mental disability for not to exceed two years and such leave may be renewed by the board on subsequent request. Sick leave for reason of illness or mental disability may be initiated by the board, but the teacher is entitled to a hearing. Upon recovery, the individual shall be entitled to the same contract status he held prior to such leave.

(Kentucky Revised Statutes. Sec. 161.155, 161.770)

LOUISIANA Ten days' leave with full pay as sick leave or in case of other emergencies is mandatory, but more may be granted in the discretion of the board. Unused leave may be accumulated to 25 days in any three-year period; in addition, any teacher who has been in the teaching service for at least five years shall be allowed to accumulate an additional 20 days of unused sick leave. At the board's option, unused leave may be accumulated without limitation; but cumulative sick leave shall be granted only when certified by a practicing physician. This additional sick leave may be granted without loss of salary, or with such reduction as the board may fix. School boards are prohibited from deducting more than the substitute's pay and cannot deduct any amount if a substitute is not employed.

The school board may pay any public-school employee on retirement, or in case of death, to his heirs, all unused sick leave, not to exceed 25 days, at rate of pay employee received at time of retirement or death; public-school teachers shall be paid up to 45 days of unused leave.

All teachers are eligible for sabbatical leave for certain purposes including rest or recuperation for 2 semesters after 12 or more consecutive semesters of service in same district, or for 1 semester after 6 or more consecutive semesters of service.

(West's Louisiana Revised Statutes Annotated. Secs. 17-1201, 17-1202, 17-425, 17-1171 to 1185)

MAINE Ten days' sick leave without loss of salary is mandatory, cumulative to 90 days.

(Maine Revised Statutes Annotated 1964. Title 20, sec. 1951)

MARYLAND By state board of education regulation, ten days' sick leave at full salary is mandatory for every regularly employed teacher in the counties. Satisfactory proof of illness is required. County school boards may grant additional leave at full or partial salary. Deduction for absence beyond the full-pay days allowed shall be determined by dividing the yearly salary by 300.

A teacher shall be allowed four calendar days of absence from school without loss of salary for death of a member of the immediate family or anyone who regularly lives in the household.

(State Board of Education By-law 632:2 and 632:3)

The Baltimore City Board of Education sets the sick leave policy for its teachers.

MASSACHUSETTS Teachers excluded from school on account of active tuberculosis shall be given sick leave pay for two years which may be extended by action of the board.

(Annotated Laws of Massachusetts. Ch. 71, sec. 55B)

MICHIGAN The only provision relating to a leave of absence is in the tenure law. It provides that upon request of a teacher, the board may grant leave not to exceed one year, subject to renewal in the discretion of the board. Unrequested leave because of physical or mental disability for not to exceed one year must be preceded by a hearing in accordance with tenure provisions. No leave shall terminate tenure status.

(Michigan Statutes Annotated. Sec. 15-2012)

MINNESOTA The tenure law provides that affliction with active tuberculosis or other communicable disease, mental illness, drug or alcoholic addiction or other serious incapacity shall be grounds for leave of absence while the teacher is suffering from such disability. During the leave of absence, the teacher shall be paid sick leave benefits up to the amount of his accumulated sick leave and thereafter at the discretion of the board.

(Minnesota Statutes Annotated. Sec. 125.12(7))

MISSISSIPPI Local boards have discretion to give reasonable sick leave, and are empowered to include in their budgets provisions for payment of substitute teachers because of absence of regular teachers owing to illness.

(Mississippi Code Annotated. Sec. 6328-28)

NEBRASKA The only provision referring to sick leave appears in the tenure law which applies to districts of the fourth and fifth class (Lincoln and Omaha). The school boards in these districts may, upon written request, grant leave to teachers with permanent status because of physical or mental disability or sickness, subject to rules they may adopt. Unrequested leaves for not more than one year for these reasons must be preceded by procedures as prescribed for cancellation of indefinite contracts.

(Revised Statutes of Nebraska 1943 (Reissue of 1958). Sec. 79-1262)

NEVADA Boards are authorized to pay for not more than 15 days' sick leave in any one school year for personal illness or accident, or serious illness, accident, or death in family, for not more than 30 days for two school years, for not more than 45 days for three school years, for not more than 60 days for four school years, and for not more than 75 days for five school years. Additional leave may be granted if specifically authorized by the vote of the board, upon written request of the teacher, for some special, substantial, and convincing reason, and under such peculiar circumstances as to make such compensation fair and reasonable to all affected thereby and not detrimental to such school, and unless also approved by the deputy superintendent of the educational supervision district.

(Nevada Revised Statutes. Sec. 391.180)

NEW JERSEY All persons employed steadily or under tenure law shall be entitled to a minimum of 10 school days' sick leave a year with full pay, cumulative indefinitely. The board may require a physician's certificate. Sick leave means absence from duty because of personal disability due to illness or injury, because of exclusion by the school district's medical authorities on account of a contagious disease, or because of quarantine for such disease in the home. When annual and accumulated sick leave is exhausted, the board may pay salary, less the substitute's pay, for such length of time as the board decides in individual cases. Boards may pay salary and grant sick leave over and above the leave provided except that no person shall be allowed to increase his total accumulation more than 15 days in any one year.

If the absence is due to injury caused by accident arising out of the course of employment, the board must pay full salary up to one year without charging the absence to sick leave.

A school board may grant an employee full or part credit for unused sick leave accumulated in another school district in the state. Once sick leave is granted, it is irrevocable. At termination of employment, if the employee so requests, the school board must give him a certificate showing the number of unused sick leave days to his credit. This certificate must be filed with the new employer within one year from the date of the new employment.

(New Jersey Statutes Annotated. Secs. 18A:30-2 to 18A:30-6)

NEW YORK School boards in all districts except in cities with population over one million shall allow each teacher sick leave without loss of pay of at least 10 working days a year for personal sickness or physical disability. Unused sick leave is cumulative up to a total of not less than 150 working days.

New York City board of education employees who are members of the New York City Teachers Retirement System shall be granted sick leave due to personal illness of at least 10 days a year cumulative to a maximum of 200 days. Employees of the board of higher education who are members of the New York Teachers Retirement System and members of the permanent instructional staff of the board of higher education who belong to any other retirement system, shall be granted 20 days' sick leave a year, cumulative to 160 days. Members employed by the board of education on application shall be granted retirement leave of absence with full pay consisting of one-half of accumulated sick leave up to a maximum of one school term or the equivalent number of school days. The same provision applies to members of the permanent instructional staff of any community college in New York City, except the maximum leave is one semester. Days when school is not in session shall not be counted, nor all vacations.

Retirement leave shall be cancelled when a member applies for immediate retirement or reinstatement to active service. If a member applies for a sick leave during retirement leave of absence, he is entitled to his total accumulated unused sick leave minus the number of school days already taken as retirement leave, but such retirement leave may not exceed one school term, exclusive of sick leave.

(McKinney's Consolidated Laws of New York, Education Law. Secs. 3005-b and 3107)

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NORTH CAROLINA The state board of education is authorized in its discretion to provide for not more than five days' sick leave per school term with pay for teachers and principals.

(General Statutes of North Carolina (1960 Replacement Volume.
Sec. 115-11(13))

NORTH DAKOTA Employment contracts of teachers must provide for at least 10 days' sick leave with pay a year, cumulative to a minimum of 30 days.

(North Dakota Century Code Annotated. Sec. 15-47-35)

OHIO Sick leave provisions for Ohio teachers appear in several sections of Page's Ohio Revised Code Annotated.

(1) Secs. 3319.08, 3319.09, 3313.21 (codified under Schools).

Five days' leave a year without loss of salary for illness or otherwise is mandatory.

On written request of the teacher, a school board shall grant a leave of absence of not more than two consecutive school years for illness or other disability, and such leave may be renewed by the board on subsequent request. A similar leave and renewal may be granted for physical or mental disability without the teacher's request, but in that event, the teacher is entitled to a hearing. Upon return to service after expiration of the leave, the teacher is entitled to resume the contract status held prior to going on leave.

(2) Section 143.29 (codified under Civil Service, defined in the law to include employment in the service of the state, and the counties, cities, city health districts, and city school districts. The attorney general (OAG 1954, No. 3643) has ruled that public agency as used in this section includes all boards of education.)

This section entitles full-time employees of any board of education, and full-time employees in the service of the state, county and municipal service to sick leave at the rate of one and one-fourth work days with pay for each completed month of service. This leave is cumulative to 90 work days unless more than 90 days are approved by a responsible administrative officer of the employing unit. On separation from service and later re-employment, the employee's unused accumulated sick leave is restored. The employee is credited with the unused balance of sick leave upon transfer from one public agency to another. Part-time employees are granted sick leave for time actually worked at the same rate granted to full-time employees.

Sick leave may be used for absence due to illness, injury, exposure to contagious disease which is communicable to other employees, or to illness or death in the employee's immediate family. The employee may be required to furnish a satisfactory affidavit that his absence was due to any of these causes.

Note: Opinion of the attorney general (OAG 1950, No. 1605) states that sick leave rights should be determined in accordance with section 143.29 rather than section 3313.21 (providing for not less than 5 days of mandatory leave to full-time employees of boards of education). He also states that there is no conflict between section 143.29 and sections 3319.08 and 3319.09 (providing for not less than five days of mandatory leave to teachers) since these latter two sections establish the minimum for "time lost due to illness or otherwise." All three sections should be read together and each should be given full effect according to its terms.

Another opinion (OAG 1961, No. 2073) reads that a board of education of a city school district has discretion to approve more than 90 days' accumulated sick leave for all its employees.

OKLAHOMA A minimum of 10 days' sick leave per year with full pay is mandatory, cumulative to 60 days. Unused sick leave is not transferable to another school district. School boards may grant sick leave or emergency leave benefits beyond the statutory minimum. Proceeds received by a teacher from any insurance provided by the district for loss of compensable time may be charged against sick leave benefits.

(Oklahoma Statutes Annotated. Sec. 70-6-3)

OREGON All certificated employees shall be entitled to at least 10 days' sick leave at full pay. At the option of the board, leave in excess of five consecutive school days may be allowed only upon certificate of a physician. Unused leave shall be accumulated to 100 days; more may be accumulated in the discretion of the board. A teacher must be allowed 20 days' absence after accumulated sick leave has been used up before the contract can be terminated.

A district is required to permit a teacher to take at least 10 days of sick leave accumulated in the prior year in another district.

(Oregon Revised Statutes. Sec. 342.595, 342.640)

PENNSYLVANIA Ten days' sick leave with full pay is mandatory, but more may be granted in the discretion of the board. Unused leave is cumulative from year to year. There is no limit on the amount of leave that may be used in any one year. Up to 3 days' leave with pay is required to be given for death in immediate family, but more may be granted by the school board if the situation warrants. For death of a near relative, one day of leave with pay is provided for the day of the funeral.

Leave of absence for restoration of health is available under the sabbatical leave provisions.

(Purdon's Pennsylvania Statutes Annotated. Title 24, secs. 11-1154; 11-1166 to 1171)

TENNESSEE The state board of education shall provide rules and regulations for sick leave. Regulations must allow for one day for each month taught, cumulative indefinitely. Initial allotment is five days' sick leave. If more is used, it is to be charged against future accumulation. The local board may require a physician's certificate. State funds pay partial salary for substitutes, but participation in the program is optional with districts. To participate, the districts must conform to the sick leave provisions.

Any teacher on "permanent" or "limited" tenure, may, on request, be granted a leave of absence without loss of tenure status for recuperation of health.

(Tennessee Code Annotated. Secs. 49.1314, 49.1406)

VERMONT Ten days' sick leave with full pay is mandatory, cumulative to 20 days, so long as the teacher is employed in the same school district.

(Vermont Statutes Annotated. Sec. 16-1755)

VIRGINIA State funds are appropriated for a state sick leave plan for teachers. These funds are expended under regulations of the state board of education. Participation in the state sick leave plan is optional with local school boards. To be eligible for these funds local school boards must comply with the state board regulations which provide that each full-time teacher shall be allowed a maximum of 10 days' sick leave each year in which he teaches under the state plan. If a teacher is employed less than a full year of full-time employment, the leave shall be at the rate of one day a month or a fraction thereof. Unused sick leave is cumulative to a maximum of 90 days. Accumulated sick leave is transferable from one school system to another if agreeable to the school board of the system to which the teacher transfers.

Paid leave is allowed for personal illness, including quarantine, or illness or death in the immediate family requiring the attendance of the employee for not more than three days in any one case.

Local school boards may adopt supplementary rules and regulations not in conflict with the state board regulations, and in their discretion, may require a doctor's certificate for absence due to illness.

(Regulations of the State Board of Education Governing the State Sick Leave Plan for Teachers. July 1, 1968)

WASHINGTON Ten days' sick leave per year with full pay is mandatory, cumulative to 180 days. A grant of sick leave in excess of five consecutive days must be verified by a physician's certificate. School boards may grant leaves of absence with pay for illness and injury in excess of these limits; paid leave is allowable for bereavement.

Accumulated leave is transferable from one school district to another. Each district is required to contribute to a sick leave fund established in the office of the superintendent of public instruction according to a plan based on sick leave experience of the previous year. School districts are reimbursed out of this fund for all sick leave payments made.

A faculty member, instructor, teacher, or other certificated employee who leaves one public school, community college, or school district within the state for employment elsewhere within the state retains the same seniority, leave benefits, and other benefits he had in his previous position.

(Revised Code of Washington. Secs. 28.58.100 (15))

WEST VIRGINIA County boards must maintain an item in their budgets sufficient to pay sick leave for every full-time employee of the board of education. Full pay is authorized for 1-1/2 days per month or major fraction thereof, cumulative to 60 days and transferable within the state.

Sick leave benefits apply to time lost for personal illness or accident, death in the immediate family, or any other emergency cause that the board may authorize or approve.

(West Virginia Code of 1961, Annotated. Sec. 18-7-2a)

WISCONSIN State aid shall not be paid to any district, except first-class districts, for any year in which teachers' contracts do not provide for at least five days' sick leave with pay, cumulative to at least 30 days.

No state aid for vocational and adult education shall be granted for any year in which the teachers' and administrators' contracts do not provide for at least five days' sick leave, cumulative to 30 days, but no allowance is granted for evening school teachers employed at least 30 hours a week in day schools, or to persons employed less than 30 hours a week, unless employed for at least 10 hours a week, making up the other 20 hours in other school employment. When teachers are employed in such dual capacity, sick leave shall be paid proportionately by each employer according to the hours employed.

(West's Wisconsin Statutes Annotated. Secs. 40.71(7); 41.21(3))

Part II. State Maternity Leave Provisions

CALIFORNIA School boards may provide leaves of absence to certificated employees during pregnancy or for convalescence following childbirth, with or without pay; pay provided may be in full or in part.

Board may adopt rules and regulations prescribing manner of proof of pregnancy, when leave of absence for pregnancy shall be taken, and for how long the leave shall continue following childbirth.

This section is not to be construed to deprive the employee of statutory sick leave rights for absence due to illness or injury following pregnancy.

(California Education Code. Sec. 13456)

DELAWARE School boards are required to grant leave of absence for maternity reasons to fully certificated professional employees, under terms of state board rules. These rules shall provide that:
(a) request for leave must be presented not later than the end of the third month of pregnancy; (b) effective date for beginning of leave shall not be later than end of fifth month of pregnancy; (c) duration of leave shall be until first birthday of child or opening of next regular school term after first birthday, but at the mother's request, with approval of the local board, the state board may allow the mother to return to work at an earlier date; (d) at end of the maternity leave, the employee is entitled to be assigned to the same or similar position she held before the leave started, and no assignment may be made so as to invalidate the employee's certification status, or to result in demotion in position or salary; (e) absence for maternity leave shall not be counted in determining experience, salary, or pension eligibility and computation time.

(Delaware Code Annotated. Sec. 14-1323)

DISTRICT OF COLUMBIA Probationary and permanent teachers and attendance officers are entitled to use all leave to their credit when they are granted maternity leave by the board of education.

(District of Columbia Code (1961 edition). Sec. 31-693)

KENTUCKY Upon written request of a teacher, the school board shall grant a leave of absence of not more than two consecutive years for maternity; such leave may be renewed by the board upon request of the teacher.

(Kentucky Revised Statutes. Sec. 161.770)

LOUISIANA

All school boards must grant leaves of absence to regularly employed teachers for a reasonable time before and after childbirth. Such leave shall not affect the tenure rights of the teacher.

(West's Louisiana Statutes Annotated. Sec. 17:1211)

TENNESSEE

The state teacher tenure law provides that any teacher on "permanent" or "limited" tenure may, on request, be granted a leave of absence for maternity without loss of tenure status. The law also states that any teacher who becomes pregnant may be required to take a leave of absence for such period of time as the board may direct. Absence due to pregnancy cannot be counted as part of the probationary period.

(Tennessee Code Annotated. Sec. 49-1406)

Part III. State Sabbatical Leave Provisions

ALASKA

A teacher (defined as any certificated member of the teaching, supervisory, or administrative corps in the public schools) who has rendered active service for seven or more years in the public school system in the state is entitled to sabbatical leave. This leave may be taken for educational purposes only, and for not more than one school year. A teacher on state-supported sabbatical leave is entitled to one-half of his base salary paid for by the state department of education. A teacher on sabbatical leave at local school district expense is entitled to an amount of salary as determined by the school district.

Any teacher wishing to take sabbatical leave shall apply therefor to the governing body of the school district, and shall submit information showing that he qualified for the leave and his plan for education while on it. The responsibility for selecting teachers rests with the governing body. Decision for selection shall be based on such factors as the benefit the school will derive from the teacher's education plan, his field of study, his contributions to education in Alaska, and his seniority.

After the leave, the teacher must report on his educational accomplishments to the governing body that approved the leave. If he does not serve at least one full year after his return, he must refund the salary paid him during the time he was on sabbatical leave, unless failure to so serve is due to sickness, injury, or death. Unless it is otherwise agreed, the teacher shall return to the position he occupied before he left. Sabbatical leave is not considered a break in service, and is regarded as being in full service. Payments to the retirement fund are required to be paid on the basis of full salary.

Not more than 1/2 of 1 percent of the total number of teachers from all borough and city school districts and the state operated school district may be on state-supported sabbatical leave in any one year. Any number of teachers may be on sabbatical leave at school district expense.

(Alaska Statutes. Title 14, secs. 14.20.280--14.20.350)

ARIZONA

A school board may grant a teacher a sabbatical leave only in order to continue his professional education. The leave may not exceed a period of one year and may be granted only once to a teacher who has been employed in the district for seven consecutive years immediately prior to the leave. The board may pay a teacher on sabbatical leave an amount not to exceed one-half of his salary, on condition that he shall return to the school district not later than one year after the commencement of the leave period for at least one school year; otherwise, the amount received during the leave is to be repaid to the school district, and if this is not done, the board shall direct the county attorney to institute suit against the teacher to collect the amount.

All rights of tenure, retirement, accrued leave with pay, salary increments, and other benefits provided by law shall be preserved and available to the teacher after the termination of the leave of absence.

(Arizona Revised Statutes Annotated. Secs. 15-444.02)

CALIFORNIA School boards may grant to any certificated employee a leave of absence not to exceed one year for the purpose of study or travel. The leave may be granted in two separate six-month periods or separate quarters to be started and completed within three years. To be eligible for such leave, the employee must have served seven consecutive years in the school district; no more than one such leave may be granted in each seven-year period. The school board may, subject to state board rules and regulations, prescribe the standards of service which entitle the employee to the leave of absence. Service under a nationally recognized fellowship or foundation approved by the state board, for a period of not more than one year, for research, teaching, or lecturing is not deemed a break in continuity of service in computing the seven consecutive years.

An employee granted a sabbatical leave may be required to perform such services as the school board, with the approval of the school superintendent, and the employee may agree in writing.

Amount of compensation to be paid to the employee during the leave may be agreed upon in writing, but the compensation shall not be less than the difference between the employee's salary and the amount paid the substitute. However, in lieu of the difference, the board may pay one-half or more of the employee's salary up to the full salary.

The governing body of any district which maintains a junior college may grant a leave of absence to any teaching employee in grades 13 and 14 after six consecutive years of service.

(California Education Code. Secs. 13457 to 13459)

DELAWARE School boards may grant sabbatical leave for not less than one-half of a school term or longer than one full school term to a properly certificated professional employee for purposes of professional improvement or for recovery of health after a long illness. To be eligible for leave, the employee must have been employed by the school board for at least five consecutive years, unless the board in its discretion shortens this period.

Requests for leave must be made to the school board in writing before April 1 for leave to start the opening of the next school term, and by November 1 for leave to begin at the second semester of the school term. The employee must agree in writing to return to the service of the leave-granting board for at least one year after the sabbatical leave is over.

During the sabbatical leave, the employee may not engage in full-time gainful employment except on written agreement with the school board. However, the employee is not precluded from receiving grants such as scholarships, gifts, fellowships, part-time employment, or other grants of aid, as are provided by colleges, universities, corporations, trusts, or other individuals to students or persons engaged in study or travel for purposes of professional improvement. The law does not provide for the payment of any salary to the employee on sabbatical leave.

At the end of the leave, the employee must present evidence of professional improvement in terms agreed upon previously. This may consist of college transcripts, degree earned, or written reports by the employee. Upon his return, the board must accept the employee into full-time employment, and assign him to the position he left or to a similar position. No assignment may be made so as to invalidate the employee's certification status or result in a demotion in position or salary.

A year of sabbatical leave shall be considered a year of experience for purposes of salary increments and pension eligibility and computation, except that no more than two years of leave shall be applied toward these purposes to any person. These credits are forfeited if the employee does not return to the service of the leave-granting board.

School boards may limit the number of employees who may be granted leave each year. Any school district having fewer than 20 professional employees, may grant leave to one eligible applicant each year.

(Delaware Code Annotated. Sec. 14-1325)

DISTRICT OF COLUMBIA The board of education, on recommendation of the school superintendent, may grant sabbatical leave with part pay to teachers for up to one year for the purpose of professional improvement. Teachers must have served at least six continuous years in the District schools before applying for such leave. No more than 2 percent of the total number of employees to whom this provision applies may be on leave at the same time. The teacher must report to the superintendent on how the leave is being used. A teacher on sabbatical leave is entitled to receive one-half of the salary he would have earned had he been on active duty during the leave period, reduced by the required retirement contribution. While on sabbatical leave, the teacher is regarded as being in active service for purposes of salary increments and retirement.

(District of Columbia Code (1961 edition). Secs. 31-632--637)

FLORIDA . County school boards have authority to grant extended leave for a period not to exceed one year for the purpose of professional improvement to any member of the instructional staff who has satisfactorily served in the county schools for three or more years. Partial compensation may be authorized only to persons who served three or more years in the county.

(Florida Statutes Annotated. Sec. 231.39)

HAWAII

The State Department of Education is authorized to grant sabbatical leaves of one year or six months to teachers and educational officers who have served seven years in the public schools of the state. In granting sabbatical leaves, the department shall consider (but is not limited to) the following: (a) the nature and length of professional educational course work, research and other professional activity approved by it, and (b) the applicant's seniority, provided this shall not be the dominant factor in granting the leave.

Return to position on expiration of the leave is to be guaranteed. Teachers on sabbatical leave shall be paid one-half of their regular salary.

While on sabbatical leave, the teacher must devote one-half of his total leave to professional educational work, or to research approved by the department of education. Before the leave is granted, the teacher must agree to return to service for at least two years within one year after the sabbatical leave is ended and must agree to refund all money received while on the leave if he does not return. If the teacher fails to comply with these provisions, his teaching certificate shall be cancelled.

(Revised Laws of Hawaii 1955. Secs. 38-20 to 38-22)

ILLINOIS

Every school board may grant a sabbatical leave to a teacher, principal, or superintendent with tenure status, for at least four months but not to exceed one school term for resident study, research, travel, or other purpose designed to improve the school system. The plan for the activity during the sabbatical leave must be approved by the school board and cannot be modified without further approval.

To be eligible for the leave, the teacher must have satisfactorily served full time for at least six years. Leave may again be granted after satisfactory completion of a subsequent six-year period. The applicant for the leave must agree that if he does not return to service in his school district for at least a school year at the end of the sabbatical, he will refund all money received from the school board during the leave. While on sabbatical leave, the teacher shall receive his basic salary, less the amount payable for substitute service, but his pay shall not be less than the state mandated minimum salary or one-half of his basic salary, whichever is greater. The teacher cannot engage in any activity for which salary or compensation is paid while he is on sabbatical leave, unless the activity is directly related to the purpose for which the leave is granted, and is approved by the board. A sabbatical leave may be granted to allow the applicant to accept scholarships for study or research.

Except when justified by illness or incapacity, failure of the teacher to devote the entire sabbatical leave period for the purposes for which it was granted is a cause for removal from teaching service.

At the end of the leave and upon presenting evidence to the school board of compliance with the leave conditions, the teacher is entitled to be restored to a position equivalent to the one he formerly held. Tenure status is not affected by the sabbatical leave. Absence during such leave is not construed as a discontinuance of service for any purpose, including progression on the salary schedule. The board must pay the teacher's share of the retirement

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contribution computed on his annual full-time salary rate earned immediately prior to the leave, or a proportionate part of such rate for a partial year of sabbatical leave credit.

These sabbatical leave provisions do not limit the power of the board to grant leaves for other purposes.

(Smith-Hurd Illinois Statutes Annotated. School Code of 1961, Ch. 122, secs. 10-21.1 and 24-6.1)

INDIANA Upon written request of a permanent teacher, a school board may grant a leave of absence not to exceed one year, for study or professional improvement, subject to the board rules and regulations.

(Burns Indiana Statutes Annotated. Sec. 28-4311)

KENTUCKY Upon written request of a teacher, the school board may grant a leave of absence of not more than two consecutive years for educational or professional purposes.

(Kentucky Revised Statutes. Sec. 161.770)

LOUISIANA All teachers are eligible for sabbatical leave for professional or cultural improvement, or for rest or recuperation. The period of leave is two semesters after completion of 12 or more consecutive semesters of active service in the school district, or one semester, after six or more consecutive semesters of service. Sick leave under other statutory provisions, involuntary military service in the armed forces of the United States, or leaves of absence granted for voluntary military service are not considered a break in active service.

Applications for sabbatical leave must be sent to the school superintendent by registered mail within certain specified times. The applications must specify the purpose of the leave, the amount of time requested, and how the leave will be spent. Where the purpose of the leave is for rest or recuperation, certified statements of two physicians that such leave is prescribed on account of health must be furnished.

If all applications for sabbatical leave cannot be granted, preference is to be given to the teacher with the longest continuous service in the school system. At no time during the school year may the number of persons on sabbatical leave exceed 5 percent of the total number of teachers employed in the parish; in cases of sick leave, this limit may be exceeded.

Teachers granted sabbatical leave for professional or cultural improvement must earn a certain number of credit hours from accredited institutions of higher learning, or pursue an equivalent amount of time in independent study or research, or engage in planned travel. Written reports must be submitted on how the leave was spent. While on leave, teachers are entitled to regular increments, and service during sabbatical leave counts as active service for

retirement purposes. When the leave is ended, the teacher is entitled to return to the position held prior to the leave, unless he agreed otherwise. While on leave, the teacher is entitled to all the rights pertaining to his position as if he were in active service.

A teacher on sabbatical leave is entitled to salary at 50 percent of the minimum salary allowed a beginning teacher with a B.A. degree, but the teacher may elect to receive the difference between what his salary would be during the year and the amount a day-to-day substitute for his position would receive. If the school board has fixed the rate of pay for a day-to-day substitute, the amount to be deducted from the teacher's salary may not exceed this fixed rate, whether or not a sum different from the fixed rate was paid to the substitute replacing the teacher on leave. School boards may pay more salary to teachers on sabbatical leave than the statute prescribes.

(West's Louisiana Revised Statutes Annotated. Secs. 17-1171 to 1185)

MAINE A school board has discretionary authority, under conditions and regulations as it may adopt, to grant a regularly employed teacher a leave of absence for not more than one year, and for not more than one-half salary, for the purpose of study or travel for professional improvement. Such leave may be granted only after seven years of service.

(Maine Revised Statutes Annotated 1964. Title 20, sec. 473(9))

MASSACHUSETTS A school committee may grant a leave of absence to a teacher, principal, supervisor, director, school librarian, superintendent, or assistant superintendent for study or research for the purpose of increasing professional ability. The period of leave may not exceed one year. Leave may be at full or partial salary. The person granted leave must agree in writing to return to the service of the school system at the end of the leave for a period equal to twice the length of leave granted. If he defaults in completing such service, he must refund an amount equal to such proportion of salary he received while on leave as the amount of service not actually rendered as agreed bears to the whole amount of service agreed to be rendered.

A school committee may also grant a leave of absence to any teacher, principal, supervisor, or superintendent serving at discretion, for service to a professional education organization, as president, for one year at full or partial pay provided that such organization shall reimburse the school committee for any salary paid.

(Annotated Laws of Massachusetts. Ch. 71, sec. 41A)

MICHIGAN Any school board may grant a teacher who has been employed by it for at least seven consecutive years, and at the end of each additional seven consecutive years, a sabbatical leave with pay as provided by the board rules for professional improvement. The period of leave may not exceed two semesters at any one time. To be eligible, the teacher must hold a permanent or life certificate, or be engaged in teaching at a college maintained by the board.

Time spent on sabbatical leave shall be allowed as credit toward retirement in accordance with the rules and regulations of the retirement board.

When the leave is over, the teacher shall be restored to the position held before the leave started, or to a position of like nature, seniority, status, and pay. The teacher shall be entitled to participate in any other benefits that may be provided for by the school-board rules and regulations.

(Michigan Statutes Annotated. Sec. 15.3572)

MINNESOTA A school board may grant a sabbatical leave with pay to a certified teacher for purposes of professional improvement. A teacher accepting sabbatical leave must agree that at its expiration, he shall return to his position for the period determined by the board before the leave was granted; else he must repay the district the salary received while on sabbatical leave. During the leave, a teacher retains all rights in the employing district as though teaching there.

(Minnesota Statutes Annotated, Education Code. Sec. 125.18)

MISSISSIPPI School districts are authorized to pay from district funds, other than from minimum education program funds, all or part of the salaries of teachers granted leaves for the purpose of special study or training.

(Mississippi Code Annotated. Sec. 6328-28)

NEBRASKA Any school board in a fourth or fifth class school district (Lincoln and Omaha), upon written request, may grant a leave of absence to a permanent teacher for certain specified reasons, including study and professional improvement, subject to such rules and regulations governing leaves of absence as may be adopted by the board.

(Revised Statutes of Nebraska 1943, Reissue of 1958. Sec. 79-1262)

OHIO After completing five years of service, a public-school teacher may, with permission of the school board and the superintendent, be entitled to a leave of absence with part pay for one or two semesters. The teacher must present to the superintendent for approval a plan for professional growth before permission for leave may be granted, and must provide evidence that the plan was followed when the leave is over. The teacher may be required to return to the district for a period of at least one year, unless the teacher has taught in the state for 25 years.

No leave may be granted unless a satisfactory substitute is available. No more than 5 percent of the professional staff of a school board may be granted leave at any one time, nor may the board allow part salary in excess of the difference between the substitute's pay and the teacher's, expected pay.

Leave may not be granted for longer than one year, or more often than once for each five years of service; nor may a second leave be granted to the same individual when other staff members have filed requests for leave.

(Page's Ohio Revised Code Annotated. Sec. 3319.131)

PENNSYLVANIA Professional employees or members of supervisory, instructional, or administrative staffs of the public school systems and county boards of education (and commissioned officers of county boards of education) or any other part of the public school system, who have 10 years of satisfactory service, are entitled to a leave of absence for restoration of health, study, or travel, or, at the board's discretion, for other purposes. At least five consecutive years of service must be in the school district from which the leave is sought, unless the board shortens the period. Thereafter, one leave of absence shall be allowed after each seven years of service.

Duration of leave is for one-half or a full school term, or for two one-half school terms during a two-year period, at the option of the person. If leave is requested for illness, however, the leave shall be granted for a period equivalent to a half or full school term, or the equivalent of two half school terms during a two-year period, and if the employee is unable to return to school when the leave expires, on account of illness or physical disability, a further leave for one-half school term or its equivalent shall be granted upon the employee's written request. Where sabbatical leave for a full school term or its equivalent has been granted, and the employee is unable to return to school service because of illness or disability, the school board may extend the leave for such periods as it may determine, but not to exceed one full school term or its equivalent.

Preference for applications for sabbatical leave is to be based on years of service. School districts may not limit sabbatical leaves to less than 10 percent of the number of regularly employed persons in the district eligible for these leaves. Schools with seven or fewer teachers shall be permitted at least one leave of absence each term.

Before leave may be granted, the person must agree to return to the school district for not less than one school term immediately after the leave is over. The person is entitled to be returned to the same position in the same school. The board may waive the requirement that the person return to the district, or to the same position in the same school. If the board does not waive this obligation, and if the employee does not return to school service as required, he waives all the benefits of the statute to which he would have been entitled for the duration of the sabbatical leave.

A person on sabbatical leave shall receive one-half of his regular salary. While on leave, the person is considered to be in full-time daily attendance for purposes of determining length of service and salary increments. Membership and employer and employee contributions in the retirement system continue. But if the employee resigns or fails to return to his employment without waiver by the board, the amount the school board contributed to the retirement fund shall be deducted from the refund payable to the employee.

While on sabbatical leave, a person is not prevented from receiving a grant for further study from any institution of learning.

(Purdon's Pennsylvania Statutes Annotated. Secs. 24-11-1166 to 1171; 24-9-930)

TENNESSEE A provision in the state teacher tenure law states that any teacher on "permanent" or "limited" tenure may, on request, be granted a leave of absence without loss of tenure status, for certain reasons, including educational improvement and recuperation of health.

(Tennessee Code Annotated. Sec. 49-1406)

WASHINGTON School boards may provide for sabbatical leave with pay to persons employed in positions requiring certification qualifications.

A faculty member, instructor, teacher, or other certificated employee who leaves one public school, community college, or school district within the state for employment elsewhere within the state retains the same seniority, leave benefits, and other benefits he had in his previous position. If the unit to which he transfers has a different system of computing such benefits, the employee shall be granted the same seniority, leave benefits, and other benefits as a person in that district who has similar occupational status and total years of service.

(Revised Code of Washington. Sec. 28:58.100 (15))